

## Education Report: Advice re Applications to open new Partnership Schools | Kura Hourua in 2017

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### Recommendations

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We recommend that you:

- a) **note** that the Partnership Schools | Kura Hourua Authorisation Board (Board), supported by the Ministry, has completed the round three application assessment process, in accordance with the requirements of whole of government procurement policies.
- b) **note** that the Board's analysis of the applicants has focused on the quality of the proposed educational offering; their ability to provide value-add to priority groups; teaching and management capability; proposed governance arrangements; proposed property and facilities arrangements; and financial feasibility. The evaluation also assessed the applications against the Government's preference factors.
- c) **note** that the Board was asked to assess and rank the applications without consideration of budget constraints.
- d) **note** that the Board recommends that, subject to budget, the following applicants be approved to proceed to contract negotiations to establish a partnership school | kura hourua opening in 2017 (in ranked order):
  - 1. Kia Ata Mai Educational Trust
  - 2. Te Aratika Trust
  - 3. Te Whānau o Waipareira
  - 4. Central Pacific Collective and Te Rūnanga o Toa Rangatira (with conditions)
- e) **note** that the Board's recommendation that Central Pacific Collective/Te Rūnanga o Toa Rangatira be approved to proceed to contract negotiations is subject to this sponsor meeting, as a preliminary step in the process, three conditions by the end of May 2016, namely, to:
  - i) provide a detailed plan for development of a complete curriculum and associated staffing plan;
  - ii) demonstrate tangible expressions of interest to attend the school equating to two thirds of the proposed opening roll; and
  - iii) secure agreement to the use of the preferred site and fit-out of the buildings, or provide detail of an alternative site for the proposed school, and confirm that the fit-out costs can be met from within the proposed budget.
- f) **note** that the Ministry agrees with the Board's overall assessment of the applications in this round
- g) **note** that the applications ranked 1 to 3 can be funded from within the budget for this application round
- h) **note** for each of the recommended applicants, that the Board has identified areas that need to be worked through during the negotiation process.

- i) **agree** that the following applicants be approved to proceed to contract negotiations to establish a Partnership School|Kura Hourua to open in 2017:

1. Kia Ata Mai Educational Trust
2. Te Aratika Trust
3. Te Whānau o Waipareira

AGREE / DISAGREE

AGREE / DISAGREE

AGREE / DISAGREE

- j) **agree** that the applications to operate a Partnership School in 2017 from the following 23 applicants be declined:

- a) Alliance Health Plus Trust
- b) Bay of Plenty Children's Education Charitable Trust
- c) Central Pacific Collective and Te Rūnanga o Toa
- d) Davidic Centre
- e) First Community Trust
- f) Ngā Tamariki Puawai Charter Schools Limited
- g) Out and About Life Education Trust (Manurewa)
- h) Out and About Life Education Trust (North Shore)
- i) Pacific Innovations NZ Trust
- j) Pacific Peoples Advancement Trust
- k) Paradigm Shift Rangatahi Limited
- l) Port Nicholson Settlement Trust
- m) Te Kohao Health
- n) Te Rūnanga o Turanganui a kiwa
- o) Te Rūnanga o Whaingaroa
- p) Te Waii Uu Whanau Trust
- q) The Policy Shop
- r) The Summit Academy Limited
- s) Train the Brain
- t) Waipiro Bay Whānau Charitable Trust
- u) West Fono Health Trust
- v) Whakaoho Te Hinengaro Charitable Trust
- w) Whakawatea Kaporeihana

AGREE / DISAGREE

- k) **agree** that that Central Pacific Collective and Te Rūnanga o Toa be invited to address the areas of their application that require further development or assurance and re-submit their application should there be another round

AGREE / DISAGREE

- l) **note** the next steps and negotiation timeline
- m) **note** the Ministry's network impact assessment



Lisa Rodgers  
Deputy Secretary  
Early Learning and Student Achievement



Hon Hekia Parata  
Minister of Education

5/4/16

David Seymour  
Parliamentary Under-Secretary to the  
Minister of Education

1/1/

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PO Box 1666  
Wellington 6140  
[Catherine.Isaac@awaroa.com](mailto:Catherine.Isaac@awaroa.com)

4 April 2016

Hon Hekia Parata  
Minister of Education

Tēnā koe Minister,

This report provides you with a summary of the recommendations of the Partnership Schools | Kura Hourua Authorisation Board following our evaluation of the 26 applications to open a partnership school in 2017.

The Board recommends that you consider approving four applications. These applications (in ranked order) are:

**1. Kia Ata Mai Educational Trust (Hamilton)**

This sponsor proposes to offer a late immersion (level 2) bi-lingual kaupapa Māori opportunity in Hamilton to students in the English medium pipeline. This would be a new schooling option, as it is not currently offered by any of the 11 year 9-13 English medium schools in Hamilton. Strong evidence was provided of the underperformance of Māori students Hamilton, indicating the potential demand for a schooling option of this type.

The key people are Hemi Rau (Waikato-Taunui / Ngāti Whātua, Ngāpuhi), previously CEO of the Waikato-Tainui tribal arm, and Cath Rau, a highly respected and experienced educator.

The applicants propose lifting educational achievement among Māori students using a unique approach and curriculum that strongly emphasises literacy/te reo matatini contextualised in STEM subjects.

Letters of support were provided from the Waikato-Tainui Raupatu Lands Trust and Te Maru o Nga Kura a Iwi o Aotearoa, who propose an affiliation with the new school.

## **2. Te Aratika Trust (Napier)**

This sponsor proposes to provide a vocationally-focused senior secondary option in Napier for at-risk Māori students.

The applicant is a private, whānau-owned civil construction firm operating in multiple locations across New Zealand. They have been running a very successful cadetship programme since 1998 and plan to translate the concept into a school setting, offering a STEM-based curriculum with an emphasis on preparing students for future employment in the civil infrastructure industry. The school would complement local schools and plans to partner with a number of government social agencies.

The key person is Ronwyn (Ronnie) Bracken-Rochel, Managing Director of Te Aratika, who intends to take a 'hands-on' approach to the partnership school.

The application was supported by data on rates of Māori educational underachievement and disengagement in the region, evidence of Te Aratika's success in providing effective pastoral care and achieving positive employment outcomes for at-risk rangatahi, and evidence of the potential demand for a school of this type.

A letter of support was provided from Ngāti Kahungunu Iwi.

## **3. Te Whānau o Waipareira (West Auckland)**

This sponsor proposes to provide a secondary schooling option for Māori students in West Auckland that utilises Te Whānau o Waipareira's reach, proven organisational capability and extensive services and experience to improve educational outcomes for whānau.

The key person is John Tamihere, CEO, Te Whānau o Waipareira.

West Auckland continues to have one of the lowest levels of numeracy and literacy in the country and children (particularly Māori) currently suffer high levels of failure at school. The new school would target the 3,000+ students from West Auckland who travel daily into Auckland City for school.

A letter of support was provided from the National Urban Māori Authority (NUMA). The applicant proposes to link and collaborate with other NUMA members that are operating partnership schools.

## **4. Central Pacific Collective and Te Rūnanga o Toa Rangatira (Porirua)**

This sponsor proposes to provide a high-quality secondary school option for Māori and Pasifika students in Porirua.

The applicant is a joint venture between leaders of the local Māori and Pacific communities, created to address longstanding issues of educational inequality and underachievement in the Porirua region.

The applicant group includes Fa'amatainu Tino Pereira, Dr Margaret Southwick, Perenise Ropeti, Willis Katene and Kahu Ropata, who bring the depth, respect and experience from being embedded in their respective communities.

The need for a different kind of education in this region is clearly evidenced by the falling rolls at the two colleges in the Eastern and Western wards of Porirua City and

the very large number of students leaving to attend schools in the wider Wellington region.

The school would focus on STEM with delivery guided by the marginalisation theory developed by Dr Southwick and successfully implemented into specific programmes at Whitireia.

The Board believes that this proposal has significant merit and potential, but that some aspects require further development. The Board therefore recommends that certain conditions (as detailed in the following report) are attached to the approval.

I confirm that the Board, with support from the Ministry of Education, has carried out a detailed evaluation of all of the 26 applications before arriving at the recommendations set out in this report.

The Board has confidence that the sponsors we are recommending are highly capable of and strongly committed to establishing and running successful partnership schools that would make a significant difference to the learning outcomes of priority students. Each of the recommended applicants offers a fresh approach in an area of identified need, and each brings partnerships with community organisations, iwi and, in some cases, businesses, in line with the objectives of the partnership schools policy. These applications are also aligned with the Government's preference for schools offering STEM.

Reflecting on the wider group of applications, it is pleasing to see growing support and interest from iwi and other Māori organisations in the opportunities the partnership schools initiative presents for communities, and the emergence of networks of Māori kura hourua with shared kaupapa.

We also note that there were other high quality sponsors among the wider group of applications who are not being recommended to be taken forward in this round because their applications, as submitted, were inadequate or incomplete, misunderstood the criteria, or were not sufficiently developed to be approved. In a number of these cases the Board considered that the concepts being put forward had considerable merit, however the current procurement process only enables applications to be approved or declined as submitted. While sponsors whose applications were unsuccessful are offered feedback once the application round is concluded, the process does not provide an opportunity for detailed guidance on the work required to bring applications of promise up to a satisfactory level.

We therefore suggest that a review of the application process be undertaken to provide greater scope and time for applications with promise to be developed to reach their full potential. The establishment of an independent support entity that can provide advice and guidance to potential sponsors and assist them to develop high quality applications will be critical in this regard.

The current application process also requires a significant investment of time and resource by applicants, whose proposals in some cases do not get beyond the initial screening. The Board is keen to ensure that only those applications that have a realistic chance of being approved are progressed in any detail beyond an expression of interest, and this will also need to be considered in any review of the application and evaluation process.

Please let me know if there is anything further that I can provide to support you in considering the Board's recommendations.

Ngā mihi

A handwritten signature in black ink, appearing to read 'C. Isaac', written in a cursive style.

Catherine Isaac  
Chairperson  
Partnership Schools | Kura Hourua Authorisation Board

## **Applications to open new Partnership Schools | Kura Hourua in 2017- Authorisation Board Advice**

### **Purpose of Report**

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1. This report sets out the recommendations of the Partnership Schools | Kura Hourua Authorisation Board (the Board), prepared with the support of the Ministry, arising from the assessment of applications received from sponsors seeking approval to open a partnership school in 2017. The report provides the Board's rationale for its decisions and a ranked list of those applicants it recommends proceed into contract negotiations.

### **Background**

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2. This report follows advice provided to you on 23 December 2015 (METIS 977341 refers) updating you on the progress made in assessing the 26 applications and asking you to note the Board's intention to take five applicants forward to interview.
3. The Board interviewed five applicants over two days (10-11 February 2016) in Auckland and Wellington respectively.
4. The Board has now completed its evaluation process, and is finalising reference checks and visits to the location(s) of the proposed schools.
5. The Board's role in the application process is to recommend those applications it considers you should approve for contracting to open a partnership school in 2017.

### **Evaluation of Applications**

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6. The Board undertook a thorough analysis of the applications based on the agreed criteria. It was asked to assess and rank the applications without consideration of budget constraints.
7. Following initial assessment of all compliant applications, the Board agreed a long shortlist of 12 applications to consider in greater detail.
8. Clarification questions were issued to the 12 long shortlisted applicants, and following further assessment and moderation, it was agreed that five applicants be invited to attend an interview.
9. The interviews were used to clarify aspects of the proposals that were unclear. Following the interviews, the Board agreed that four applicants were of sufficient quality to be considered to open in 2017, and, after further evaluation, have ranked them as follows:

Ranking	Applicant
1	Kia Ata Mai Educational Trust
2	Te Aratika Trust
3	Te Whānau o Waipareira
4	Central Pacific Collective and Te Rūnanga o Toa Rangatira (with conditions)

10. The Board regarded the application submitted by Central Pacific Collective/Te Rūnanga o Toa Rangatira as having significant merit and potential, but sought further detail and development with respect to some aspects of its plan. To address these issues, the Board resolved to recommend that Central Pacific Collective/ Te Rūnanga o Toa Rangatira be approved to enter into contract negotiations, subject to this sponsor meeting, as a preliminary step in the process, three conditions by the end of May 2016. These are to:
- 1) provide a detailed plan for development of a complete curriculum and associated staffing plan;
  - 2) demonstrate tangible expressions of interest to attend the school equating to at least two thirds of the proposed opening roll; and
  - 3) secure agreement to the use of the preferred site and fit-out of the buildings, or provide detail of an alternative site for the proposed school, and confirm that fit-out costs can be met from within the proposed budget.
11. The Board concluded that the fifth applicant taken forward to interview, Alliance Health Plus, was not sufficiently advanced to be recommended to be taken forward to open in 2017.
12. The Board's review of the four applicants included evaluation against the key selection criteria and against the Government's preference factors.
13. The tables below summarise the results of this evaluation:

**Table 1: Selection Criteria for Partnership Schools**

Selection criteria	Kia Ata Mai Educational Trust	Te Aratika Trust	Te Whanau o Waipareira	Central Pacific Collective & Te Rūnanga o Toa Rangatira
Targeting priority learners	✓	✓	✓	✓
Quality of the educational offering	✓	✓ (vocational)	✓	✓
Organisational capability	✓	✓	✓	medium
Financial	✓	✓	✓	✓
Risk	low	low	low	medium
Community support	medium	high	high	high

**Table 2: Application of the Government's preferences**

<b>Government's preference factors</b>	<b>Kia Ata Mai Educational Trust</b>	<b>Te Aratika Trust</b>	<b>Te Whānau o Waipareira</b>	<b>Central Pacific Collective &amp; Te Rūnanga o Toa Rangatira</b>
Make effective use of the flexibilities offered by the model	√	√	√	√
Offer effective, innovative options for 0-8 year olds	X	X	X	X
Are large enough to be comfortably (economically) viable	√	√	√	√
Are located in an area or areas where there are students who are not being well served by the education system	√	√	√	√
Bring together education, business and/or community sector partnership(s)	√	√	√	√
Have a focus on science, technology, engineering and mathematics	√	√	√	√
Are not from existing private schools seeking to convert to a Partnership School.	√	√	√	√

14. Referee checks on the four recommended applicants are currently being finalised. No areas of concern have been identified to date.

### Results of the procurement assessment

15. The Board recommends that you approve the four applicants listed above to proceed to contract negotiations with a view to their establishing a partnership school, opening in 2017.
16. Issues in relation to each of the four recommended applications that would need to be addressed in the contract negotiation process are listed below.
17. A brief summary of each of the preferred applications following the evaluation process is provided in the paragraphs below.

## **Kia Ata Mai Educational Trust**

<b>School Name</b>	<b>Te Kōpuku High</b>
<b>Vision/Mission</b>	<p><i>Vision</i></p> <p>To develop a generation of Māori students with the self belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world.</p> <p><i>Mission</i></p> <p>Every Māori student is capable of greatness - He pito mata, he āheinga whakakake tō iaākonga</p>
<b>Target Students</b>	Māori and students from low socio-economic Backgrounds
<b>Location</b>	Glenview (South West) or Te Rapa (North West) or Ruakura (East).
<b>Type</b>	Years 7-13 Secondary School
<b>Opening Roll</b>	90
<b>Maximum Roll</b>	300 (90 years 7&8, 210 years 9-13)
<b>Curriculum</b>	'Te Nikau' – a unique alternative curriculum re-expressing and mapped against the New Zealand Curriculum and Te Marautanga o Aotearoa

### **Mission and Vision**

18. Te Kōpuku High proposes to tap into the English medium pipeline in Hamilton City by offering students a late immersion bi-lingual kaupapa Māori opportunity. The school would provide a 51-80 percent immersion programme (i.e. level 2). The emphasis will be on literacy/te reo matatini, contextualised through STEM subjects, using a projects-based approach. None of the 11 year 9 to 13 English medium schools in the Hamilton City currently offers level 2 immersion programmes. The applicant is therefore offering a new schooling option.
19. The mission and vision are clearly focused on the needs of Māori students, and the whole approach is geared towards Māori enjoying success as Māori.
20. The applicant has a strong reputation as a leader in literacy in the Māori world and demonstrated a thorough understanding of the educational landscape of Māori medium provision in Hamilton, and the potential demand for a schooling option of this type.
21. Evidence was provided of the underperformance of Māori students currently enrolled in English-medium programmes in Hamilton City, including poor academic achievement on national measures, high rates of expulsion and stand downs, and high rates of truancy.
22. The applicant has wide educational networks and extensive professional experience both in operating schools and in recruiting qualified teachers and school leaders to deliver professional development services to schools.
23. The applicant has the support of Waikato Tainui and Ngā Kura ā Iwi o Aotearoa.

## **Educational Plan**

24. The applicant proposes an alternative curriculum framework based on Te Nikau. Developed by Cath Rau, a highly respected and experienced educator, Te Nikau is a re-expression of NZC and TMoA and clearly maps to the five key competencies in NZC and the five Mātāpono Whānui in TMoA, organising the curriculum based on language codes rather than subjects.
25. The applicant intends to take a phased approach to implementation, with the first year (2017) offering places for year 7-9 students. The applicant does not plan to offer qualifications until 2019, when they will enrol a year 11 cohort.
26. The proposed teaching and delivery of the curriculum lists practicable strategies to produce better educational outcomes, through provision of a student-centric, bilingual learning programme, contextualised for Māori. This was considered a key strength of this application.
27. The applicant intends to provide students with extra support through external agencies on an as-required basis (and includes gifted learners in this context). Individualised learning programmes may also be accessed through specialist third party providers.
28. The applicant presented clear plans for partnerships with whānau. The applicant also acknowledged the significance of partnerships with local agencies and community organisations and listed 15 organisations it intends to partner with.

## **Business Plan**

29. The applicant intends to establish and operate the school for the first year of operation. Thereafter it intends to establish a new entity to operate the school, comprising six directors representing the staff, whānau/community, industry and iwi. The applicant will appoint a CEO and COO until 2018, and thereafter the positions will be advertised and appointments made by the Board.
30. The proposed financial plan was completed to a generally high standard.
31. The applicant proposes to invest \$0.330m of its own money to support the establishment and first year of operation. The applicant also intends to generate a modest amount of additional funding through donations and fundraising.
32. Proposed expenditure averages 53 percent on direct learning, 35 percent on overheads and 8 percent on property. Total expenditure per student over the 6 year term averages out at just under \$9,200.
33. The applicant proposes that 91 percent of teachers will be registered, with two non-registered teachers covering information technology and two teacher aides. Teaching staff account for 81 percent of the total staffing numbers and 78 percent of total salary costs over the whole term. The proposed student-teacher ratio is 15:1 in the first year of operation and increases to 12.5:1 as the school reaches capacity.
34. The Board was satisfied that the cost of the proposed school was accounted to an acceptable standard and the risk of not maintaining financial sustainability is low.
35. The applicant is currently seeking a suitable site, as its preferred option has now been leased to another tenant. Once a site has been selected, representatives from the Board will conduct a site visit to confirm suitability.

### Operational Plan

36. The sponsor intends to operate a 10:00am to 4:00pm teaching day, with karakia at 8:30am, and options from then until the start of the school day. This plan is a result of a survey conducted with proposed students.
37. The applicant's approach to management includes inviting and supporting teacher, whānau and student input into decisions, and provides for the establishment of clear responsibilities across the major portfolios of work.

<b>Authorisation Board Recommendation</b>	Approve to be taken forward to contract negotiations
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## Te Aratika Trust

<b>School Name</b>	<b>Te Kura o Aratika</b>
<b>Vision/Mission</b>	<p><i>Vision</i> Amateur today, professional tomorrow. Investing in our taonga, our future, our legacy. Ko au ko koe, ko koe ko au. (You am I, and I am you)</p> <p><i>Mission</i> The Te Aratika Way is to provide the platform for change, to be the change for our "Atypical Stars" that educates, inspires and encourages progressive growth, in order to be the positive change for our future, our people, our communities and our industries.</p>
<b>Target Students</b>	Māori males from low socio-economic backgrounds
<b>Location</b>	Napier
<b>Type</b>	Senior secondary school (years 11-13)
<b>Opening Roll</b>	67
<b>Maximum Roll</b>	200
<b>Curriculum</b>	Developing own curriculum designed to give effect to the key elements of the New Zealand Curriculum supported by vocational and workplace programmes.

### **Mission and Vision**

38. The rationale for establishing this school is to provide a vocationally-focused senior secondary schooling option in Napier for at-risk Māori students, referred to as "atypical stars". The applicant intends to open as a single sex male school and expand provision to include females after the first couple of years in operation.
39. The applicant is a private, whānau-owned civil construction firm operating in multiple locations across New Zealand. They have been running a highly successful cadetship programme since 1998 with a strong focus on addressing barriers to sustained success and employment. They plan to translate the concept into a formal school setting focusing on STEM and vocational subjects, with an emphasis on future employment in the civil infrastructure industry.
40. The application was supported by data on rates of Māori educational underachievement and disengagement in the region and evidence of the potential demand for a school of this type.
41. The mission and vision is clearly focused on the needs of Māori students who have not been successful in mainstream education, and this is strongly supported by research on the Te Aratika Development model completed in late 2014. They plan to specifically target the 'hard to reach and teach' students, and to complement rather than compete with existing schools.
42. The applicant's future vision is to offer a residential option. This is costed into their financial proposal; however, provision of this is reliant on philanthropic support which would be outside of the partnership school contract.

43. The applicant organisation has a long track record as a successful commercial operation, and a demonstrated ability to transform outcomes for at-risk youth through its cadetship programme. The applicant has no direct experience in operating a school, but has developed relevant partnerships to mitigate this.

### **Educational Plan**

44. The applicant proposes to develop their own curriculum designed to give effect to the key elements of the New Zealand Curriculum supported by vocational and workplace programmes.
45. The applicant's plan to provide mentoring and pastoral care for Māori students within the school was seen as a key strength of this proposal, and was supported by their track record in achieving this with their cadetship programme.
46. The applicant has developed partnerships and relationships with a wide range of organisations including Ngāti Kahungunu and Tai Wānanga to support teaching and learning within the school. Representatives of these parties attended a meeting with Board members during the site visit, and affirmed their support for and commitment to the school.
47. An educational advisory board is to be established to assist in the development of the curriculum. Online learning, and possibly Te Kura, will be used where required.

### **Business Plan**

48. The proposed financial plan was completed to an acceptable standard.
49. The applicant does not propose to invest directly into the school, but does intend to generate third party funding to support the cost of providing boarding facilities (this is not being considered in this assessment). It also intends to seek private sector partners to develop a greenfields site in Whakatu.
50. Proposed expenditure on direct learning is relatively low, averaging 37 percent, with 49 percent on overheads and 14 percent on property. However, after allowing for boarding costs, the investment into direct learning is generally consistent with other proposals. Total expenditure per student over the six year term averages out at just under \$17,410, with direct learning equating to \$6,495.
51. The applicant proposes that 50 percent of teachers will be registered, with nine non-registered teachers. Non-registered teachers will include trades-trained staff from the civil construction and other industries, and teaching facilitators/coaches. Teaching staff account for 78 percent of the total staffing numbers and 78 percent of total salary costs over the whole term. The proposed student-teacher ratio is 11:1.
52. The financial plan projects a net operating surplus of 4 percent over the term, and a positive cash surplus that will sufficiently fund estimated capital costs.
53. The applicant proposes to operate initially either at its current site in Pandora (which would require conversion of a warehouse and installation of portable buildings) or at the proposed residential facility. The preferred longer term option is a new build on a greenfields site in an industrial park in Whakatu; this would require partnership funding from local businesses.

54. Representatives from the Board viewed the applicant's proposed short-term site in Pandora and its preferred longer-term site in Whakatu, and consider that either would be suitable for use as a school. The residential facility has not yet been sighted, but the Board would expect to visit this site, should the applicant wish to proceed with this option.

#### **Operational Plan**

55. The applicant has partnered with Count Me In and will work closely with NZ Police, Child, Youth and Family, Department of Corrections, Ministry of Social Development, and Kahungunu Iwi Incorporated, to identify students not engaged in education, employment or training (NEETs), and young people who are at risk of becoming NEET.

<b>Authorisation Board Recommendation</b>	Approve to be taken forward to contract negotiations
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## Te Whānau o Waipareira

<b>School Name</b>	Te Kura Hourua o Waipareira
<b>Vision/Mission</b>	<p><i>Vision</i></p> <p>Kōkiritia i roto i te kotahitanga (Progressively act in unity). Creating future spaces where whānau hopes and opportunities can flourish</p> <p><i>Mission</i></p> <p>Kotahitanga (Advancement for all). Leading successful generational change for whānau</p>
<b>Target Students</b>	Māori and students from low socio-economic backgrounds
<b>Location</b>	Henderson
<b>Type</b>	Secondary school (Years 9-13)
<b>Opening Roll</b>	100
<b>Maximum Roll</b>	300
<b>Curriculum</b>	<p>Own curriculum that will:</p> <ul style="list-style-type: none"> <li>• Reflect the vision, principles, values and key competencies of the New Zealand Curriculum</li> <li>• Teach STREAM subjects (Science, Technology, Reading/Writing, Engineering, the Arts, and Mathematics) within a kaupapa Māori framework</li> <li>• Support the broad statements of value and purpose of the Learning Areas within the New Zealand Curriculum</li> <li>• Utilise achievement objectives as appropriate to each student's progress</li> </ul>

### **Mission and Vision**

56. The rationale for establishing this school is to provide a secondary schooling option for Māori students in West Auckland that utilises Te Whānau Waipareira's reach, its proven organisational capability and its extensive social and educational services and experience to improve educational outcomes for whānau.
57. It will target the 3,000+ students from West Auckland that travel daily into Auckland City for school.
58. West Auckland continues to have one of the lowest levels of numeracy and literacy in the country and children, particularly Māori (and closely followed by Pacific Islanders), are not succeeding in their literacy development, and therefore suffer high levels of failure at school.
59. Higher proportions of Māori (28 percent) and Pasifika (26 percent) adults in West Auckland have no formal qualifications, compared with adults from Asian (12 percent), European (19 percent) and other ethnic groups (31 percent).

60. Te Kura Hourua o Waipareira would focus on: lifting qualification completion rates for Māori, maximising and extending relationships with the West Auckland community, developing strategies for 'hard to reach – hard to teach' rangatahi to deal with lifestyle issues impacting on their learning, and ensuring all learners engage in opportunities to learn about themselves, their marae, hapū and Iwi.
61. The applicant proposes to link and collaborate with other National Urban Māori Authority (NUMA) members who are operating partnership schools. Currently, these are He Puna Marama Trust and Te Kura Māori o Waatea, which together are forming a NUMA network or hub.
62. The applicant proposes a school that focuses on STREAM subjects infused by the Whānau Waipareira code of conduct and values, Te Kauhau Ora, and supported by Waipareira's existing diverse range of whānau ora services.
63. The applicant has an extensive track record in working with the priority learner groups this school intends to serve. The applicant has limited direct schooling experience and has developed relationships with two other partnership schools to mitigate this.

#### **Educational Plan**

64. The proposed curriculum to be used is based on the New Zealand Curriculum and will teach STREAM subjects within a kaupapa Māori framework.
65. The applicant proposes to start with year 9-11 students and have full provision (year 9-13) in place by year 3 (2019).
66. Project-based learning will be an integral part of the curriculum, integrating science, technology, reading/writing, the arts and mathematics. This type of learning is expected to produce better achievement outcomes for Māori, Pasifika and low socio-economic students by engaging student interest and motivation.
67. The application presented clear and compelling plans to support Māori students within the school. Plans for supporting Pasifika students were less well developed and would require further development during establishment.
68. The applicant plans to use its extensive existing wraparound services to support students with physical and behavioural special education needs.
69. The applicant referenced a number of assessment tools it proposes to use, appropriately aligned to the level of the student. It also intends utilising its own customised CRM database to monitor student progress against achievement and unit standards, accessible by students and their whānau.
70. The applicant proposed partnerships to support the operation of the school, including utilising the many existing services the applicant organisation can provide in-house, and collaborative partnerships with other partnership schools. Over time, the applicant intends to develop partnerships with ITOs and other tertiary providers to give vocational pathway options to its students.
71. The Board met with the proposed principal and has recommended that an experienced mentor be appointed to support her during the establishment phase.

### **Business Plan**

72. An organisational chart and narrative section outlining key leadership roles was presented to an acceptable standard.
73. The proposed financial plan was completed to a generally high standard.
74. Proposed expenditure averages 42 percent on direct learning, 36 percent on overheads and 19 percent on property. Total expenditure per student over the 6 year term averages out at just under \$12,500 (\$5,200 of this in direct learning costs). Investment into direct learning is in the lower band of all submitted plans.
75. The applicant proposes all teachers will be registered, with teaching staff accounting for 85 percent of the total staffing numbers and 81 percent of total salary costs over the whole term. The proposed student-teacher ratio begins at 10:1 in 2017 increasing to 20:1 in line with roll growth.
76. The proposed budget delivers an average 2 percent net surplus over the term including establishment, but generates a net loss over the first three years of operation. The applicant has committed to underwrite the difference in cost between any available funding and establishing and operating the school. This understanding was confirmed by way of clarification.
77. The applicant has proposed four possible property options, two of which it owns. The preferred location is not currently owned, but is well located and has been on the market for a year. The chosen property would be managed and maintained by a third party.
78. Representatives from the Board viewed the applicant's preferred site, and consider that it would be highly suitable for use as a school.

### **Operational Plan**

79. The Board questioned the decision to offer year 11 places in year one due to the requirement to offer a suitable curriculum. The applicant explained that this is intended to cater for students in their existing Alternative Education Unit, but acknowledged that offering year 11 places may not be practicable at this point and is prepared to re-consider.
80. Other than this, the submitted enrolment policy and plans to attract students to the school were considered acceptable. The applicant presented a number of proposed actions and plans that will require development during the establishment phase, but the Board and the Ministry were satisfied through interview that the applicant had the capability and capacity to mobilise and deliver on its plans.

<b>Authorisation Board Recommendation</b>	Approve to be taken forward to contract negotiations
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## Central Pacific Collective and Te Rūnanga o Toa Rangatira

<b>School Name</b>	Te Mana o Kupe
<b>Vision/Mission</b>	<p><i>Vision</i></p> <p>Te Mana o Kupe seeks to provide a culture of success and excellence that values ethnic diversity to educating our youth in New Zealand.</p> <p><i>Mission</i></p> <p>Te Mana o Kupe will provide a learning environment that promotes and achieves educational excellence as a legitimate and attainable goal for all students. With the active support and inclusion of whānau/fanau/families and communities, Te Mana o Kupe will provide a culture of success that values ethnic diversity as a cause for pride and celebration, resulting in graduates who have purposeful and informed pathways into employment or tertiary education commensurate with each student's personal attributes and ambitions.</p>
<b>Target Students</b>	Māori & Pasifika from low socio-economic backgrounds
<b>Location</b>	Porirua
<b>Type</b>	Secondary School (Years 9-13)
<b>Opening Roll</b>	150
<b>Maximum Roll</b>	360
<b>Curriculum</b>	New Zealand Curriculum

### **Mission and Vision**

81. The rationale for establishing this school is to challenge and address longstanding issues of educational inequality and underachievement in the Porirua region, by providing a high-quality secondary schooling option for Māori and Pasifika students who are currently being underserved in the area and/or are leaving to attend schools in the wider Wellington region.
82. Parents have been actively demonstrating their dissatisfaction with the quality of education available for their children in this area for the past two decades. This is evidenced by the falling rolls at the two colleges in the Eastern and Western wards of Porirua City and the very large number of students leaving to attend schools in the wider Wellington region.
83. The application is strongly focused on the immediate and urgent needs of senior secondary school level Māori and Pasifika students, specifically those families who lack the resources or knowledge to exercise choices available to others, and proposes to provide a learning environment that promotes and achieves educational excellence as a legitimate and attainable goal for all students.
84. The applicant provides extensive, compelling evidence and data to support the need for a different kind of education in Porirua. Among other data it notes that in the last five years, only 29 percent of school leavers in Porirua City achieved NCEA Level 3, compared with 54 percent for Wellington region and 48 per cent nationally.

85. The applicant represents the coming together of highly credible leadership from Ngāti Toa o Rangatira and Pasifika communities. The applicant group includes Fa'amatainu Tino Pereira, Dr Margaret Southwick<sup>1</sup>, Perenise Ropeti, Willis Katene and Kahu Ropata, who bring the benefit and experience of being embedded in and part of their own respective communities. They regard this as the cornerstone to their ability to engage youth and enable achievement. The Board considers this joining of Pasifika and Māori interests to deliver a community-wide response to education underachievement in Porirua as very compelling, with high potential to realise significant improvement in outcomes for the proposed cohort.
86. In response to questions put to the applicant post interview, four letters of support from Porirua community groups were provided.
87. While the joint venture partner organisations have limited experience in school level education, they are able to access key persons with identifiable and credible experience in provision of education in differing contexts. Dr Southwick and Willis Katene, the two leading educationalists from the two respective parties have worked together previously in the development of Māori and Pacific Nursing courses at Whitireia New Zealand.

#### **Educational Plan**

88. The applicant proposes to use the New Zealand Curriculum in all eight learning areas, with a focus on STEM and delivery guided by the marginalisation theory developed by Dr. Southwick and successfully implemented into specific programmes at Whitireia New Zealand.
89. Full details of the curriculum had not been developed at the time of application, but the applicant has subsequently appointed a consultancy to assist in the identification of suitable expertise to do this.
90. The applicant proposes recruiting high-quality teaching staff who are competent in Māori and/or Pasifika languages and culture to deliver the curriculum. They have identified and provided an overview to the Board of a number of suitable prospective principals they propose to approach.
91. The proposed school would start with a year 11 intake and work progressively backwards to establish provision for years 9 and 10. The educational leaders of the applicant group have particular experience with older students, and see the year 11 cohort as having the greatest immediate need. This approach will require the school to seek and achieve accreditation from NZQA prior to opening.
92. The applicant intends using the extensive networks of the two sponsor organisations to establish collaborative partnerships in the course of the establishment phase to complement the student learning experience.

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<sup>1</sup> Note: Dr Southwick was previously a member of the Partnership Schools/Kura Hourua Authorisation Board, but stepped down prior to any decisions relating to, and subsequent release of, the round three request for application in order to prevent any potential or perceived conflict of interest issues.

## **Business Plan**

93. The school would be jointly owned by the Central Pacific Collective and Te Rūnanga o Toa Rangatira through a 50:50 joint venture. The JV entity would feature representation from both groups and serve as the board of trustees.
94. An academic board is also intended as an independent body for developing curriculum and advising on curriculum matters. This is considered a strength.
95. The submitted financial plan was completed to a high standard and no further detail or clarification was required.
96. The applicant proposes to operate the school without additional funding (either through their own resources or from other third parties).
97. Proposed expenditure appears realistic, averaging 66 percent on direct learning, 17 percent on overheads and 14 per cent on property. Total expenditure per student averages out at almost \$10,900.
98. The applicant proposes that all teachers will be registered, and will be supported by five non-registered FTEs engaged as student mentors/coaches. Including this latter group, teaching staff account for 82 percent of the total staffing numbers and 86 percent of total salary costs over the whole term. Salaries equate to 62 percent of the school's total costs. The proposed student-teacher ratio is 10:1 in the first year of operation and increases to 14:1 as the school works towards capacity.
99. The proposed budget delivers an average 11 percent net surplus over the term, including the establishment period, and projects a positive cash surplus that will more than sufficiently fund estimated capital costs, and allow for reserves to cover unforeseen expenditures.
100. Representatives of the Board visited two of the applicant's potential sites for the school. Of these, the site at the former Porirua Hospital was considered the more suitable. This is currently owned by Te Rūnanga o Toa Rangatira, who are planning a potential social housing development in the vicinity. It was noted that the property would require considerable refurbishment. The applicant has had initial discussions with Ngāti Toa regarding this site, and advised that it has other options, should this site not be feasible.

## **Operational Plan**

101. The applicant's plan for attracting students to its school focuses on publicising through its community, leveraging extensive existing relationships, and through engagement with non-engaged parents, family and whānau/fanau.
102. Responses to the operations section provided high-level thinking, which would require further development during the establishment phase. This section demonstrated the applicant's understanding of the requirements to a generally acceptable level.

## **Recommendation**

103. The Board believes that this proposal has the potential to address a significant need in Porirua, and that it has credible educational leadership and strong Māori and Pacific community support. The Board considers that there are, however, some aspects of the proposal that require further development, and that the appropriate way forward is to incorporate conditions into its recommendation.

104. The Board therefore recommends that Central Pacific Collective/ Te Rūnanga o Toa Rangatira be approved to enter into contract negotiations, subject to this sponsor meeting, as a preliminary step in the process, three conditions by the end of May 2016. These are to:

- 1) provide a detailed plan for development of a complete curriculum and associated staffing plan
- 2) demonstrate tangible expressions of interest to attend the school equating to at least two thirds of the proposed opening roll, and
- 3) secure agreement to the use of the preferred site and fit-out of the buildings, or provide detail of an alternative site for the proposed school, and confirm that fit-out costs can be met from within the proposed budget.

<b>Authorisation Board Recommendation</b>	<b>Approve</b> to be taken forward to contract negotiations with conditions attached
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## Areas for Negotiation

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105. For each of these recommended applicants, there are considerations and risks that will need to be worked through during negotiations. Negotiation plans for each applicant will be developed once you have made your decision. A list of the key areas for further discussion for each recommended applicant are included in the table below:

### Kia Ata Mai Educational Trust

106. The key areas to be addressed in the contract negotiation phase are:

- a) Confirmation of the applicant's proposed property arrangements.
- b) Confirmation of plans for gaining NZQA Consent to Assess Against Standards (CAAS) accreditation, as current plans could potentially disadvantage year 9 and 10 students who may be ready to achieve NCEA credits.

### Te Aratika Trust

107. The key areas to be addressed in the contract negotiation phase are:

- a) Finalisation of the applicant's proposed property arrangements.
- b) Development of a complete curriculum and associated staffing plans
- c) Confirmation of plans for gaining NZQA Consent to Assess Against Standards (CAAS) accreditation.

### Te Whānau o Waipareira Trust

108. The key areas to be addressed in the contract negotiation phase are:

- a) Confirmation of plans regarding enrolment of year 11 students and provision of a full curriculum offering to these students.
- b) Confirmation of plans for gaining NZQA Consent to Assess Against Standards (CAAS) accreditation.
- c) Confirmation of a suitable mentor for the establishment principal.

### **Central Pacific Collective and Te Rūnanga o Toa Rangatira**

109. The key areas to be addressed in the contract negotiation phase are meeting of the three conditions as referred above by the end of May 2016;

1. provide a detailed plan for development of a complete curriculum and associated staffing plan
2. demonstrate tangible expressions of interest to attend the school equating to two thirds of the proposed opening roll; and
3. secure agreement to the use of the preferred site and fit-out of the buildings, or provide detail of an alternative site for the proposed school, and confirm that the fit-out costs can be met from within the proposed budget.

### **Applications to be Declined**

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110. The Board recommends you agree to decline the following applications so that the applicant can be advised that their application has been unsuccessful.
111. A summary of the findings of the assessment for these applications is provided in Appendix 1
112. Unsuccessful applicants will be offered an opportunity for a full debrief either in writing or face to face as determined by the Board.

## Assessment of declined applications against the key criteria

The following table sets out the key findings of the assessment process for those applicants not recommended for approval.

Applicant	Comment
<b>A. Alliance Health Plus</b>	<p>A proposal to establish a year 9-13 secondary school for 300 Pasifika students in Mangere. This proposal was generally strong and was included in the shortlist for further assessment.</p> <p>The applicant has a very strong track record of health service provision, but was not able to demonstrate sufficient education related capability and experience at interview.</p>
<b>B. Bay of Plenty Children's Educational Trust</b>	<p>A proposal to establish a year 1-8 school for children with special education needs in Whakatane.</p> <p>The applicant was unable, despite providing further clarification, to satisfy the Board's concerns about the relationship between the proposed partnership school and an existing private school offering effectively the same programme at the same location, and how the applicant could ensure the two remained independent of each other over the longer term.</p>
<b>C. Davidic Centre</b>	<p>A proposal to establish a values-based year 1-9 school in Porirua.</p> <p>The application did not present a compelling case for this type of school in the area being proposed or demonstrate sufficient connection with the community.</p> <p>The Board and the Ministry were also concerned about the ongoing sustainability of a school of this size.</p>
<b>D. First Community Trust</b>	<p>A proposal to establish a values-based middle school for predominantly Pasifika students from low socio economic backgrounds in Lower Hutt.</p> <p>The applicant demonstrated educational experience at the governance level and connections with the target community. However, they did not provide evidence of the demand for a school of this nature in the proposed location, or sufficient detail on implementation.</p>
<b>E. Nga Tamariki Puawai Charter Schools Limited</b>	<p>A proposal to establish a year 1-13 composite school offering a combination of the Cambridge International Curriculum and the New Zealand Curriculum for Māori and Pasifika – asserted as being unique in NZ.</p> <p>A generally strong application that demonstrated the applicant's understanding of school level education; however, the applicant acknowledged through clarification that, if successful, they would take over the site and facilities of Destiny school. Approval of this application would therefore be unlikely to create additional places for education in the proposed community.</p>

Applicant	Comment
<b>F. Out &amp; About Life Educations Trust (Manurewa)</b>	<p>The applicant proposes a nature and experience based schooling option for five to eight year olds to bridge the gap between ECE and formal education.</p> <p>Overall, the application did not demonstrate a clear understanding of, and focus on, priority learners; and it was not clear whether the proposed approach would support improved outcomes for these students.</p>
<b>G. Out &amp; About Life Educations Trust (North Shore)</b>	See Out & About Life Educations Trust (Manurewa) above
<b>H. Pacific Innovations NZ Trust</b>	<p>A proposal to operate a STEM focused secondary school for 300 Māori and Pasifika students in Manukau City, led by a team of highly qualified scientists.</p> <p>The application did not demonstrate demand for a school of this type or provide evidence based arguments that it would achieve improved outcomes for the priority groups.</p>
<b>I. Paradigm Shift Rangatahi Limited</b>	<p>A proposal to establish a small marae based education solution in Waipawa for students from age 3 through to year 13, predominantly for Māori from low socio economic backgrounds.</p> <p>While the applicant demonstrated a clear understanding of the Māori world view, the application was incomplete and did not include evidence of demand for a school of this nature. It also did not provide sufficient evidence that the proposed educational offering would improve achievement outcomes.</p>
<b>J. Port Nicholson Settlement Trust</b>	<p>A proposal to establish an aspirational six site secondary school catering for 460 students teaching both the New Zealand Curriculum and Te Marautanga o Aotearoa across greater Wellington.</p> <p>The Board found this a challenging application to assess, due in part to a number of aspects of the proposal being provided outside of the application form of response.</p> <p>The applicant demonstrated a clear understanding of the Māori world view, but failed to propose a compelling argument for the establishment of a school of this type in the locations proposed.</p>
<b>K. Te Kohao Health</b>	<p>A proposal to establish a year 1 – 8 bi-lingual 'Bush' school for 120 primarily Māori students located in Hamilton.</p> <p>A strong application from a well-respected and capable sponsor that made a clear and compelling case for the establishment of a partnership school to meet an identified local need and gap in provision.</p> <p>However, the overall assessment generated concerns about how well the sponsor understood the challenges involved in implementing the Bush school philosophy and how capable they would be of integrating the concept across the curriculum in a way that would raise educational outcomes. There were also concerns about the experience of the proposed school management and whether the</p>

Applicant	Comment
	size of the school was financially sustainable.
<b>L. Te Runanga o Turanganui a kiwa</b>	<p>A proposal to establish a small year 9-12 secondary school in Gisborne.</p> <p>The application was lacking in detail. High level information was provided but the applicant did not provide a compelling rationale for the provision of their proposed school. There was also concern about the size of the proposed school.</p>
<b>M. Te Runanga o Whaingaroa</b>	<p>A proposal to establish a year 9-13 school of 225 students in Kaeo, with a satellite in Aurere.</p> <p>This was a strong application overall, with a clear focus on the needs of Māori students in the Far North district.</p> <p>The application established a clear point of difference in its approach to teaching and learning, and presented well-evidenced plans to support the efficacy of the proposed approach.</p> <p>However, the application was not able to satisfy the Board's reservations about the sponsor's ability to attract high-quality teaching staff and school leadership to this remote location, in addition to concerns held about the distance, and the time students would need to invest to attend a school in this location.</p>
<b>N. Te Taiea Trust</b>	<p>A proposal to establish the first Māori Medium middle school in NZ based in central Auckland modelled on the Villa Education Trust's academic model.</p> <p>While the application had a clear focus on the needs of Māori from low socio-economic backgrounds, it did not provide sufficient evidence of demand in the proposed location and overall was not sufficiently developed or detailed to allow a comprehensive assessment.</p>
<b>O. Te Waii Uu Whānau Trust</b>	<p>A proposal to establish a year 1-13 composite school catering for 150 Māori students from low socio-economic backgrounds in Waimana.</p> <p>The applicant provided evidence and demonstrated the need for a new school within the location and demographic and an understanding of their education needs. However, much of the application was incomplete with a number of areas of the application still to be developed.</p>
<b>P. The Pacific Peoples Advancement Trust</b>	<p>A proposal from an existing partnership school sponsor to establish a year 11-13 senior secondary school for 300 predominantly Pasifika students in the Henderson area.</p> <p>The application was well presented, but it did not provide sufficient confidence that the sponsor had the capacity to establish a new school at this time, while also running its existing partnership school.</p>
<b>Q. The Summit Academy Limited</b>	<p>A proposal to establish a year 3-8 school for 120 special education needs students in Auckland.</p> <p>While the application demonstrated the applicant's experience in</p>

Applicant	Comment
	<p>working with students with special education needs, it did not provide sufficient evidence of the demand or support for such a school. There was also a concern that it would be difficult to maintain separation between the partnership school and the applicant's independent school.</p>
<p><b>R. Train the Brain</b></p>	<p>A proposal to establish a year 0 -13 school in Christchurch for 168 students with special education needs.</p> <p>While the application demonstrated the applicant's experience in working with students with special education needs and contained some interesting ideas, such as precision teaching, there was concern about the applicant's experience in secondary education and the lack of detail around the associated curriculum.</p>
<p><b>S. Waipiro Bay Whānau Charitable Trust</b></p>	<p>A proposal to establish a year 1-10 school in Waipiro Bay for 50 students.</p> <p>The vision and mission express a clear and compelling purpose, and the applicant demonstrated an understanding of the legal requirements of operating a school. However, there were concerns about the small size of the proposed school and the Board was not convinced that the proposed alternative curriculum would deliver improved educational outcomes.</p>
<p><b>T. West Fono Health Trust</b></p>	<p>A proposal to establish a trades-focused senior secondary option for 150 students in Mangere.</p> <p>The application is from a well-respected organisation with strong community links in West Auckland, but there were concerns about whether the school would be able to deliver on the student achievement aspirations of the partnership schools model. There was also concern as to whether the applicant had the appropriate depth of educational experience at secondary level.</p>
<p><b>U. Whakaoho Te Hinengaro Charitable Trust</b></p>	<p>A proposal to operate a year 1-8 primary school for 200 students, targeting Māori and students from low socio economic backgrounds, using the Reggio Emilia approach to teaching. The school would be based near Palmerston North.</p> <p>The applicant demonstrated a genuine desire to improve outcomes in the local area; however, it did not demonstrate sufficient understanding of what is involved in running a school and did not make a compelling case for this particular new school in their community.</p>
<p><b>V. Whakawatea Kaporeihana</b></p>	<p>A proposal to establish a year 9-13 secondary school catering for 200 Māori students in Hamilton to complement its existing year 1-8 school. The objective is to extend the Māori Medium pipeline through to the completion of secondary education.</p> <p>While the application had a clear focus on the needs of Māori from low socio-economic backgrounds, and presented an innovative curriculum plan, there was concern about whether the applicant had the depth of experience to deliver in a secondary context.</p>

## Ministry Advice - Applications to open new Partnership Schools | Kura Hourua in 2017

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### Evaluation of Applications

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1. The Ministry has supported the Board throughout the evaluation process and has undertaken its own evaluation of the applications.
2. Ministry staff have also attended the interviews held by the Board with the shortlisted applicants and have accompanied the Board members on the site visits.
3. The Ministry agrees with the Board's assessment of the top three applicants, Kia Ata Mai Educational Trust, Te Aratika Trust and Te Whānau o Waipareira. The Ministry also agrees with the assessment of the Central Pacific Collective/Te Rūnanga o Toa Rangatira, and that they have areas to address, as noted. Therefore, given budgetary constraints, the Ministry recommends that the top three applicants proceed.

### Financial Implications

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4. The Board's recommendations are based purely on the assessment of the applications, the interviews held and the due diligence undertaken. They do not take into account budget constraints. This appendix has been prepared by the Ministry to assess the affordability of the Board's recommendations. s 9(2)(f)(iv) OIA
5. As part of Budget 2015, an operating contingency of [REDACTED] was set aside for the establishment of Partnership Schools, arising from the third application round, across four years.
6. The following tables set out the funding implications for selection of each or any of the four applicants recommended by the Board.
7. Details of each of the recommended applicants' proposed roll and the attributable Crown funding that informs the funding implications is provided in set out in Appendix 1.

Can I be clear that the Ministry does not consider this proposal sufficiently developed to proceed in this round?

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

**Scenario 1 – Approval of two Applications to open in 2017**

	2015/2016	2016/17	2017/18	2018/19 & Out Years	Total (over four years)
<b>Contingency</b>					
<b>Kia Ata Mai Educational Trust</b>	527,028	338,303	756,239	915,504	2,537,074
<b>Te Aratika Trust</b>	553,375	374,571	846,764	1,040,550	2,815,260
<b>Total</b>	1,080,403	712,874	1,603,003	1,956,054	5,352,334
<b>Surplus/(deficit)</b>					

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

Additional costs drawn from the Primary and Secondary Bulk Operating Grant appropriation (attributed to the student irrespective of their place of learning):

Per Student Grant	0	296,968	1,230,037	2,296,545	3,823,550
<b>Grand Total Cost</b>	1,080,403	1,009,842	2,833,040	4,252,599	9,175,884

**Scenario 2 - Approval of three applications to open in 2017**

	2015/2016	2016/17	2017/18	2018/19 & Out Years	Total (over four years)
<b>Contingency</b>					
<b>Kia Ata Mai Educational Trust</b>	527,028	338,303	756,239	915,504	2,537,074
<b>Te Aratika Trust</b>	553,375	374,571	846,764	1,040,550	2,815,260
<b>Te Whānau o Waipareira</b>	585,794	411,544	957,681	1,226,868	3,181,887
<b>Total</b>	1,666,197	1,124,418	2,560,684	3,182,922	8,534,221
<b>Surplus/(deficit)</b>					

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

Additional costs drawn from the Primary and Secondary Bulk Operating Grant appropriation (attributed to the student irrespective of their place of learning):

Per Student Grant	0	649,268	2,286,937	4,058,045	6,994,250
<b>Grand Total Cost</b>	1,666,197	1,773,686	4,847,621	7,240,967	15,528,471

### Scenario 3 – Approval of four Applications to open in 2017

s 9(2)(f)(iv) OIA	2015/2016	2016/17	2017/18	2018/19 & Out Years	Total (over four years)
<b>Contingency</b>					
<b>Kia Ata Mai Educational Trust</b>	527,028	338,303	756,239	915,504	2,537,074
<b>Te Aratika Trust</b>	553,375	374,571	846,764	1,040,550	2,815,260
<b>Te Whānau o Waipareira</b>	585,794	411,544	957,681	1,226,868	3,181,887
<b>Central Pacific Collective and Te Rūnanga o Toa Rangatira</b>	628,630	461,280	965,570	1,027,013	3,082,493
<b>Total</b>	<b>2,294,827</b>	<b>1,585,698</b>	<b>3,526,254</b>	<b>4,209,935</b>	<b>11,616,714</b>
<b>Surplus/(deficit)</b>					

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

Additional costs drawn from the Primary and Secondary Bulk Operating Grant appropriation (attributed to the student irrespective of their place of learning):

Per Student Grant	0	1,177,718	3,467,142	5,414,400	<b>10,059,260</b>
<b>Grand Total Cost</b>	<b>2,294,827</b>	<b>2,763,416</b>	<b>6,993,396</b>	<b>9,624,335</b>	<b>21,675,974</b>

8.

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

9. The negotiation stage may allow the Crown's exact financial commitments for proposed new schools to be fine-tuned. However, we advise that negotiations will not provide an opportunity to substantially revise the total costs as detailed by the applicants in their original proposals.

## Network Implications

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10. The Board has not considered the network implications in its evaluation of applications, as network impact is not a criterion for the selection of partnership schools.
11. The Ministry has analysed the impact that the proposed new Partnership Schools will have on state and state integrated schools in nearby areas in order to give context and enable any risks and issues related to the recommended schools to be identified and effectively managed.
12. The Ministry does not expect enrolments at the proposed Partnership Schools to affect the sustainable operation of existing schools.
13. The Ministry's network impact assessment is attached as appendix 2.
14. All the proposed Partnership Schools have indicated a maximum roll that is consistent with the Cabinet Guidelines (EHC Min (01) 7/5).

## Next Steps

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15. When you have made decisions about your preferred applicants to proceed to contract negotiation stage to establish a partnership school opening in 2017, the Ministry will contact each of the shortlisted applicants by telephone to advise them of the outcome of their application.
16. This will be followed by a formal letter from the Ministry advising the same. Unsuccessful applicants will be offered the option of a full debrief by representatives of the Board and the Ministry.
17. Those applicants selected to enter into contract negotiations will be contacted by the Partnership Schools Procurement Manager and arrangements made for the negotiation process.
18. The Ministry is working to have a Cabinet Paper prepared to allow you to take your decisions to the scheduled 13 April 2016 Cabinet Social Policy Committee meeting, or later as determined in consultation with your office.
19. The Ministry will develop a negotiation plan for each preferred applicants taking into account any concerns or risks that were identified through the application evaluation.
20. A communications plan will be developed in consultation with your Office.
21. A proactive release of your official advice about the Third Application Round will be prepared for public release, ready in time for the announcement of successful contracts being awarded. This is likely to be in early June 2016.

## Negotiation Timeline

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- 22. We plan to have contracts negotiated ready for execution by the end of May 2016.
- 23. The preferred applicants are new to the process and will need to fully understand the requirements to a level sufficient to provide you with the confidence that they will successfully deliver the required outcomes.
- 24. The number of applicants that are approved for negotiation will directly impact on our ability to commit to the scheduled timeline.

## Proposed Rolls and the Attributable Crown Funding

The following tables set out the proposed roll by year level and the attributable funding by calendar year excluding GST, if any, for each school.

### Kia Ata Mai

Year Level	2016	2017	2018	2019	2020	2021	2022
7		30	45	45	45	45	45
8		30	30	45	45	45	45
9		30	45	45	45	45	45
10			30	45	45	45	45
11				30	45	45	45
12					30	45	45
13+						30	30
<b>Total</b>		<b>90</b>	<b>150</b>	<b>210</b>	<b>255</b>	<b>300</b>	<b>300</b>

Actual Crown Funding	2016	2017	2018	2019	2020	2021	2022
<b>Establishment Funding</b>							
Primary	75,000						
Secondary	280,000						
Principals Funding	65,000						
Property Funding	107,028						
<b>Operational Funding</b>							
Property and Insurance	-	214,057	356,762	499,466	606,495	713,523	713,523
Teaching & Operating Rate	-	-	-	-	-	-	-
Primary 1-15	-	128,685	128,685	128,685	128,685	128,685	128,685
Primary 16+	-	236,115	314,820	393,525	393,525	393,525	393,525
Secondary 1-70	-	377,550	880,950	880,950	880,950	880,950	880,950
Secondary 71+	-	-	35,230	352,300	669,370	986,440	986,440
Professional Development and Resources Rate	-	24,840	41,400	57,960	70,380	82,800	82,800
<b>Total</b>	<b>527,028</b>	<b>981,247</b>	<b>1,757,847</b>	<b>2,312,886</b>	<b>2,749,405</b>	<b>3,185,923</b>	<b>3,185,923</b>

Note: the primary and secondary teaching and operating rate step-down rates for Kia Ata Mai Educational trust is prorated at 30% Primary and 70% Secondary when at maximum roll.

## Te Aratika Trust

Year Level	2016	2017	2018	2019	2020	2021	2022
11		67	67	67	67	67	67
12			67	67	67	67	67
13+				66	66	65	66
Total		67	134	200	200	200	200

Attributable Funding	2016	2017	2018	2019	2020	2021	2022
<b>Establishment Funding</b>							
Primary	-						
Secondary	400,000						
Principals Funding	65,000						
Property Funding	88,375						
<b>Operational Funding</b>							
Property and Insurance	-	176,751	353,501	527,614	527,614	527,614	527,614
Teaching & Operating Rate	-	-	-	-	-	-	-
Primary 1-50	-	-	-	-	-	-	-
Primary 51+	-	-	-	-	-	-	-
Secondary 1-100	-	843,195	1,258,500	1,258,500	1,258,500	1,258,500	1,258,500
Secondary 101+	-	-	239,564	704,600	704,600	704,600	704,600
Professional Development and Resources Rate	-	18,492	36,984	55,200	55,200	55,200	55,200
Total	553,375	1,038,438	1,888,549	2,545,914	2,545,914	2,545,914	2,545,914

## Te Whānau o Waipareira

Year Level	2016	2017	2018	2019	2020	2021	2022
9		60	60	70	70	70	70
10		30	60	70	70	70	70
11		10	40	60	60	60	60
12			40	50	50	50	50
13+				50	50	50	50
Total		100	200	300	300	300	300

Attributable Crown Funding	2016	2017	2018	2019	2020	2021	2022
<b>Establishment Funding</b>							
Primary	-						
Secondary	400,000						
Principals Funding	65,000						
Property Funding	120,794						
<b>Operational Funding</b>							
Property and Insurance	-	241,587	483,174	724,761	724,761	724,761	724,761
Teaching & Operating Rate	-	-	-	-	-	-	-
Primary 1-50	-	-	-	-	-	-	-
Primary 51+	-	-	-	-	-	-	-
Secondary 1-100	-	1,258,500	1,258,500	1,258,500	1,258,500	1,258,500	1,258,500
Secondary 101+	-	-	704,600	1,409,200	1,409,200	1,409,200	1,409,200
Professional Development and Resources Rate	-	27,600	55,200	82,800	82,800	82,800	82,800
Total	585,794	1,527,687	2,501,474	3,475,261	3,475,261	3,475,261	3,475,261

Central Pacific Collective and Te Rūnanga o Toa Rangatira

Year Level	2016	2017	2018	2019	2020	2021	2022
9					55	65	75
10					55	65	75
11		60	75	75	75	75	75
12		50	65	70	70	70	70
13+		40	45	55	60	65	65
Total		150	185	200	315	340	360

Attributable Crown Funding	2016	2017	2018	2019	2020	2021	2022
<b>Establishment Funding</b>							
Primary	-						
Secondary	400,000						
Principals Funding	65,000						
Property Funding	163,630						
<b>Operational Funding</b>							
Property and Insurance	-	327,260	403,620	436,346	687,245	741,788	785,423
Teaching & Operating Rate	-	-	-	-	-	-	-
Primary 1-50	-	-	-	-	-	-	-
Primary 51+	-	-	-	-	-	-	-
Secondary 1-100	-	1,258,500	1,258,500	1,258,500	1,258,500	1,258,500	1,258,500
Secondary 101+	-	352,300	598,910	704,600	1,514,890	1,691,040	1,831,960
Professional Development and Resources Rate	-	41,400	51,060	55,200	86,940	93,840	99,360
Total	628,630	1,979,460	2,312,090	2,454,646	3,547,575	3,785,168	3,975,243

# **Partnership Schools|Kura Hourua**

## **Round 3**

### **Network Analysis**

PSKH.03

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# 1 Key Messages New School Sensitivity Analysis

## Applicants - General

- Applications for the third round of Partnership Schools | Kura Hourua closed at 12pm, 30 October 2015. 26 applications were received.
- The Authorisation Board, supported by the Ministry, has assessed the 26 applications to operate a Partnership School opening in 2017.
- Five applicants were interviewed by the Authorisation Board and the Ministry in February 2016.
- The Government has preferences for the third round. Priority will be given to new Partnership Schools that:
  - make effective use of the flexibilities offered by the model
  - offer effective, innovative options for 0-8 year olds
  - are large enough to be comfortably (economically) viable
  - are located in an area or areas where there are students who are not being well served by the education system
  - bring together education, business and/or community sector partnership(s)
  - have a focus on science, technology, engineering and mathematics
  - are not from existing private schools seeking to convert to a Partnership School.
- Three applicants are recommended for consideration by the Minister of Education to establish a Partnership School opening in 2017.
  - Kia Ata Mai Educational Trust
  - Te Aratika Trust
  - Te Whānau o Waipareira.
- If approved, the new Partnership Schools will open in Term 1, February 2017.
- Potential sponsors are located in Hamilton, Napier and West Auckland.
- The Ministry of Education will work with both new and existing schools to ensure that each Partnership School is successfully integrated into the local network.

## Network

- Partnership Schools are an additional option for delivering education, particularly for those students who do not do well in the current system, and will not replace existing state schools.
- Partnership Schools give parents extra choice in their local area, providing access to a different educational model to those choices currently being offered.
- The proposed schools will increase choice and variety in the schooling network.
- By having more flexibility over how they operate, Partnership Schools are able to engage and raise achievement for students for whom the current system isn't working.
- The Ministry has analysed the impact that the proposed new schools will have on schools in nearby areas, and does not expect enrolments to affect the sustainable operation of existing schools.
- The Auckland region is seen as an area of population growth. Significant school age population growth is projected in Auckland.

- The Hamilton and Napier regions are seen as areas of high demand in target populations; particularly Māori and students from low socio-economic backgrounds.
- All the proposed Partnership Schools have indicated a maximum roll that is consistent with the Cabinet Guidelines (EHC Min (01) 7/5).

#### **Key Messages on the Consultation Process**

- For state schools, the Minister of Education decides to open (with Cabinet approval) schools, and the Secretary for Education can decide to merge or close schools. These decisions are usually based on a network management need, for example increasing or declining rolls in an area.
- For Partnership Schools a specially convened Authorisation Board undertakes a due diligence on all applications. After considering advice from the Authorisation Board and the Ministry, the Minister of Education makes the final decision to approve or decline applications.
- There is no requirement in the legislation that the Minister consults with State Schools when establishing a Partnership Kura, nor is it considered appropriate as these schools are selected through a procurement process.
- This process is different to opening state schools and the Ministry has proactively released information relating to the policy development, application and approval process for Partnership Schools, when appropriate to do so throughout the process.
- For information on the proactive release of information see:  
<http://www.education.govt.nz/ministry-of-education/information-releases/partnership-schools-kura-hourua-information-release/>
- Following the Minister's announcement of the successful schools, the Ministry will notify state schools in the location of the opening of a Partnership School in their catchment area.

## 2 Key Messages on each application

### 2.1 Kia Ata Mai Educational Trust

School Name	Te Kōpuku High
Vision/Mission	<p>Vision</p> <p>To develop a generation of Māori students with the self belief that as Māori, they are capable of designing innovative, sustainable futures for themselves, their communities and the world.</p> <p>Mission</p> <p>Every Māori student is capable of greatness - He pito mata, he āheinga whakakake tō iaākonga</p>
Target Students	Māori and students from low socio-economic Backgrounds
Location	Glenview (South West) or Te Rapa or (North West) and Ruakura (East).
Type	Years 7-13 Secondary School
Opening Roll	90
Maximum Roll	300 (90 Year 7&8, 210 Years 9-13)
Curriculum	New Zealand Curriculum

- Kia Ata Mai Education Trust was established in 1994 by practising teachers to positively contribute to high quality literacy programmes for kura kaupapa and Māori-medium schools.
- Kia Ata Mai Educational Trust has proposed to set up a year 7-13 kura opening with 90 students in 2017 and growing to a maximum roll of 300 in 2021 (year 5) based in Hamilton.
- Kia Ata Mai Educational Trust proposed to offer students a late immersion bi-lingual kaupapa Māori opportunity with an emphasis on literacy/te reo matatini. Only three out of 19 schools currently provide 51-80 percent immersion programmes (i.e. level 2) for year 1-6 students. Two out of five intermediate schools provide students with a continuation. None of the 11 year 9 to 13 schools in the Hamilton City currently caters specifically for graduates of these level 2 programmes.
- Across the schooling options available in Hamilton, only two currently provide an approach targeted toward Māori, providing to 1/3 of the Māori student population, allowing room for and demand of a diverse range of approaches.
- The roll for Kia Ata Mai Educational Trust's proposed school would be approximately 10% of the local Māori secondary school aged population 3% of the total secondary schooling population in Hamilton.
- This school would provide additional parental choice to the schooling network.

### 2.2 Te Aratika Trust

School Name	Te Kura o Aratika
Vision/Mission	<p>Vision:</p> <p>Amateur today, professional tomorrow. Investing in our taonga, our future, our legacy.</p> <p>Ko au ko koe, ko koe ko au. (You am I, and I am you)</p> <p>Mission:</p> <p>The Te Aratika Way is to provide the platform for change to be the change for our "Atypical Stars", that educates, inspires and</p>

	encourages progressive growth, in order to be the positive change for our future, our people, our communities and our industries."
<b>Target Students</b>	Māori males from low socio-economic backgrounds (though notes the open enrolment policy and welcomes all)
<b>Location</b>	19 Humber Street, Pandora, Napier
<b>Type</b>	Senior secondary school (Years 11-13)
<b>Opening Roll</b>	67
<b>Maximum Roll</b>	200
<b>Curriculum</b>	Looking to develop own curriculum designed to give effect to the key elements of the New Zealand Curriculum supported by vocational and workplace programmes.

- Te Aratika Trust is a private, whānau-owned civil construction firm operating in multiple locations across New Zealand. They have been running a highly successful cadetship programme since 1998 with a strong focus on addressing barriers to sustained success and employment.
- Te Aratika Trust has proposed to set up a year 11-13+ school for predominantly Māori students from low socio-economic backgrounds opening with 67 students in 2017 and growing to a roll of 200 students in 2019 (year 3) based in Napier.
- The wider Napier secondary population is projected to remain constant over the next 10 years.
- The additional provision would result in there being higher capacity at the state and state integrated schools. This is offset by the nature of the targeted cohort, many of whom are likely to be disengaged in education.
- The roll for Te Aratika Trust's proposed school would be approximately 2% of the local secondary school roll in Napier.
- This school would provide additional parental choice to the schooling network.

### 2.3 Te Whānau o Waipareira

<b>School Name</b>	Te Kura Hourua o Waipareira
<b>Vision/Mission</b>	<p>Vision</p> <p>Kōkiritia i roto i te kotahitanga (Progressively act in unity). Creating future spaces where whānau hopes and opportunities can flourish</p> <p>Mission</p> <p>Kotahitanga (Advancement for all). Leading successful generational change for whānau</p>
<b>Target Students</b>	Māori and students from low socio-economic backgrounds
<b>Location</b>	Henderson
<b>Type</b>	Secondary school (Years 9-13)
<b>Opening Roll</b>	100
<b>Maximum Roll</b>	300
<b>Curriculum</b>	<p>Own curriculum that will:</p> <ul style="list-style-type: none"> <li>• Reflect the vision, principles, values and key competencies of the New Zealand Curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Teach STREAM subjects (Science, Technology, Reading/Writing, Engineering, the Arts, and Mathematics) within a kaupapa Māori framework</li> <li>• Support the broad statements of value and purpose of the Learning Areas within the New Zealand Curriculum</li> <li>• Utilise achievement objectives as appropriate to each student's progress</li> </ul>
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- Te Whānau o Waipareira, an Urban Māori Authority, was established in 1986, to provide a diverse range of social services, primarily across west Auckland.
- Te Whānau o Waipareira has proposed to set up a year 9-13+ Partnership School opening with 100 students in 2017 and growing to a roll of 300 students in 2019 based in Henderson.
- The secondary school age population in West Auckland is expected to grow over the next 10 years by approximately 2000.
- The proposal from Te Whānau o Waipareira would create additional capacity in the existing schools in the area.
- The roll for Te Whānau o Waipareira's proposed school would be approximately 2% of the Year 9-13 students in West Auckland.
- This school would provide additional parental choice to the schooling network in West Auckland.

## 3 Kia Ata Mai Educational Trust

### 3.1 Description

Name	Type	Location	Max roll	Catchment	Comment
Kia Ata Mai	Year 7-13		300 y7-13	Hamilton	Medium Māori NZC

#### 3.1.1 Cabinet Guidelines

Cabinet guidelines suggest that new schools should achieve a minimum roll size three years after opening and that existing schools should not be made marginal by the new school.

Guideline	Primary 100	Secondary 300	Composite 200	Comment
Application		300 max		210 in the third year

The application proposes a third year roll of 210 and final size of 300 in 2022; the final roll level is equal to the Cabinet guidelines for establishing a new secondary school and meets the minimum size guidelines, the interim roll of 210 does not meet the guidelines.

### 3.2 Network assessment

For the purposes of this analysis the network for this application is modelled to be:

- The Territorial Local Authority boundary of Hamilton City Council.

#### 3.2.1 Other schools in the network

This is an application for a new secondary school in the schooling network for Hamilton. There are 11 state and state-integrated secondary schools within the boundary of Hamilton City, additionally there is 1 private secondary school and a further 4 state and state-integrated schools teaching some of the years 7-13 targeted by the proposal.

The Māori focussed secondary schooling network in wider Waikato includes (488) Nga Taiatea Wharekura and (632) Tai Wananga in Hamilton, both included in the 11 schools above and (1917) Te Wharekura o Rakaumangamanga in Huntly (30 km to the north of Hamilton on SH1).

##### The Māori Medium

Nga Taiatea is a designated special character secondary school [s156] that opened in 2004, it teaches in Māori Medium, in its eleven years of operation it has grown from 82 students to just under 300 students.

Rakaumangamanga is a TKKM composite wharekura that has operated for more than 20 years, it has a stable roll of between 350 -400 that is taught in a Māori medium setting.

##### The English Medium

Tai Wananga is a designated special character secondary school [s156] that opened a campus in Hamilton in 2012, it has a small roll restricted to 120 and teaches in the English medium within a Māori context.

#### 3.2.2 Comments about the network

The Ministry is opening two new secondary schools in Rototuna Hamilton, a Junior High School and a Senior High School to cater to increased demand from population growth particularly from the northern suburbs. These schools will attract students mainly from the high decile new subdivision areas.

### 3.2.3 Previous network actions

(128) Church College of New Zealand was closed in 2010, the private school was situated just outside of Hamilton and catered to Mormon students from Hamilton and around NZ. A large portion of the roll was Māori.

Nga Taiatea Wharekura was opened after consultation and network planning to cater for secondary student studying in the Māori Medium.

Tai Wananga opened its Hamilton campus to offer another option for students wanting a Māori perspective in their secondary education.

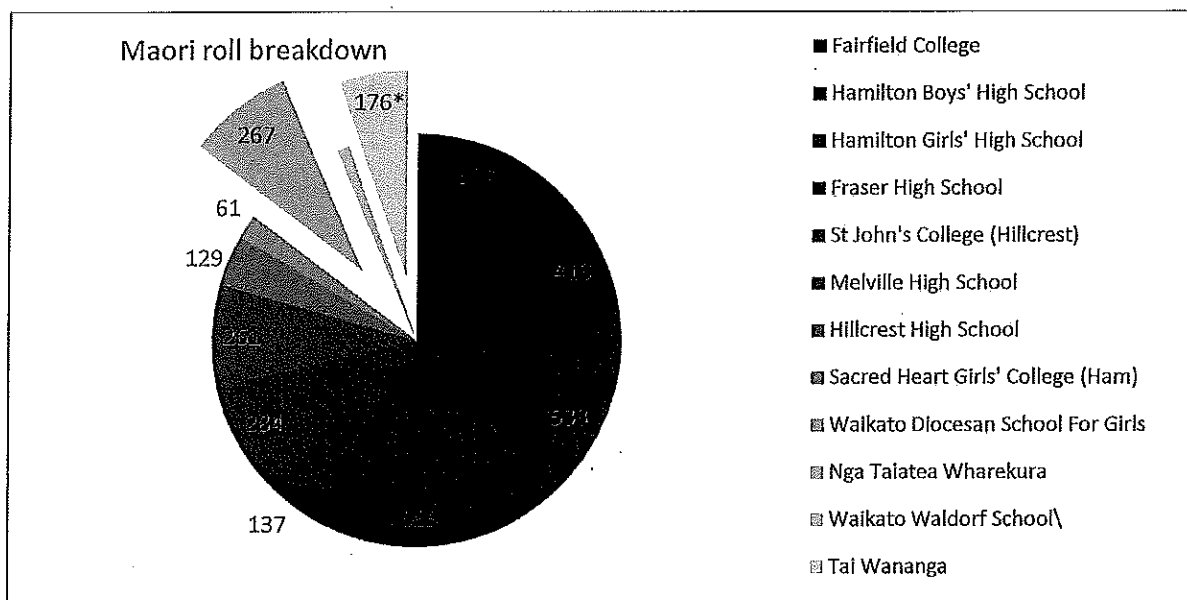
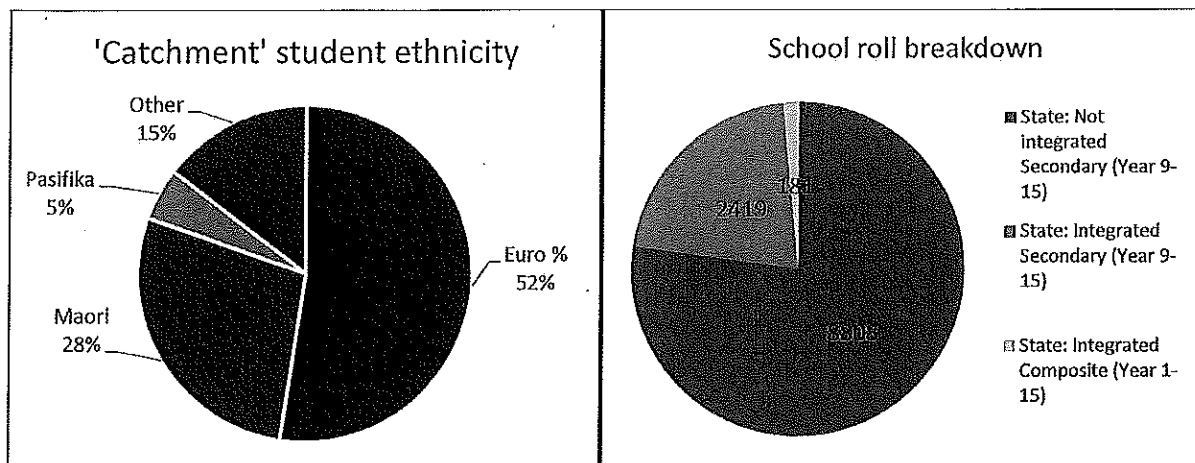
## 3.3 Student Population

### 3.3.1 Catchment population and ethnicity

The Hamilton catchment contain a student population of over 10 000 secondary students, with Māori students accounting for more than 3 000 or 28% of the total. The 3 integrated schools represent about 21% of the market.

ID	School	Total	Euro	Māori	Pasifika	Euro %	Maori %	Pasifika %	Other %*
129	Fairfield College	772	286	374	54	37%	48%	7%	8%
131	Hamilton Boys' High School	2263	1374	418	81	61%	18%	4%	17%
132	Hamilton Girls' High School	1647	724	533	132	44%	32%	8%	16%
135	Fraser High School	1472	659	565	126	45%	38%	9%	8%
136	St John's College (Hillcrest)	784	496	137	54	63%	17%	7%	12%
137	Melville High School	592	204	284	32	34%	48%	5%	12%
138	Hillcrest High School	1795	1051	261	63	59%	15%	4%	23%
139	Sacred Heart Girls' College (Ham)	951	597	129	31	63%	14%	3%	20%
140	Waikato Diocesan School For Girls	684	547	61	3	80%	9%	0%	11%
488	Nga Taiatea Wharekura	267		267		0%	100%	0%	0%
539	Waikato Waldorf School..	181	137	33		76%	18%	0%	6%
632	Tai Wananga*	184	2	176	6	1%	96%	3%	0%
Total		11592	6077	3238	582	52%	28%	5%	15%

\*Tai Wananga roll is split across two campuses.



Graph showing distribution of Māori students

\* Tai Wananga roll includes both campuses

Only the two highlighted segments are schools where the program addresses aspects of Māori identity, language and culture.

Across a range of more than 10 schools [>10 000 secondary students] only two schools [~300 or 10% of Māori, and ~3% overall] in Hamilton provide an approach targeted towards Māori [3 000 or 1/3<sup>rd</sup> of the overall roll] there should be room and demand for a more diverse range of approaches.

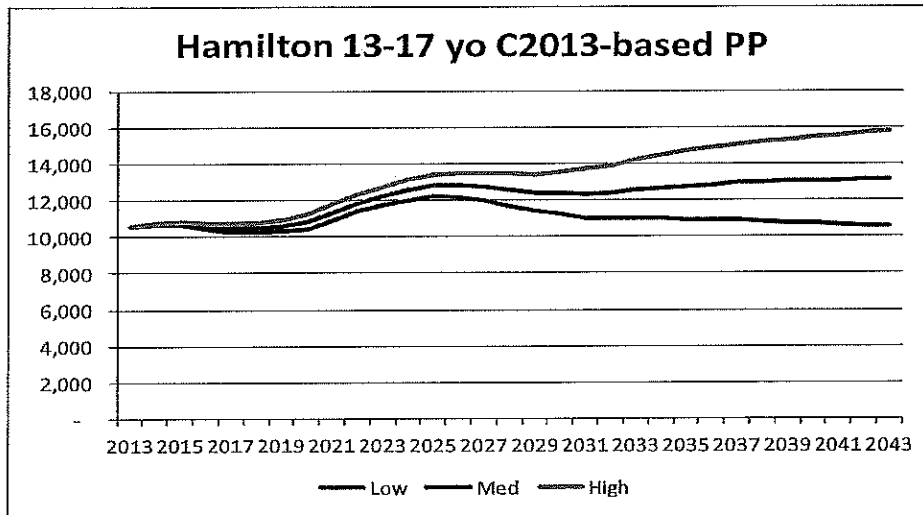
The choice in these settings is restricted to relatively rigid models:

- A traditional immersion level Māori medium wharekura
- the relatively new Tai Wananga where enrolments are limited by their special character.

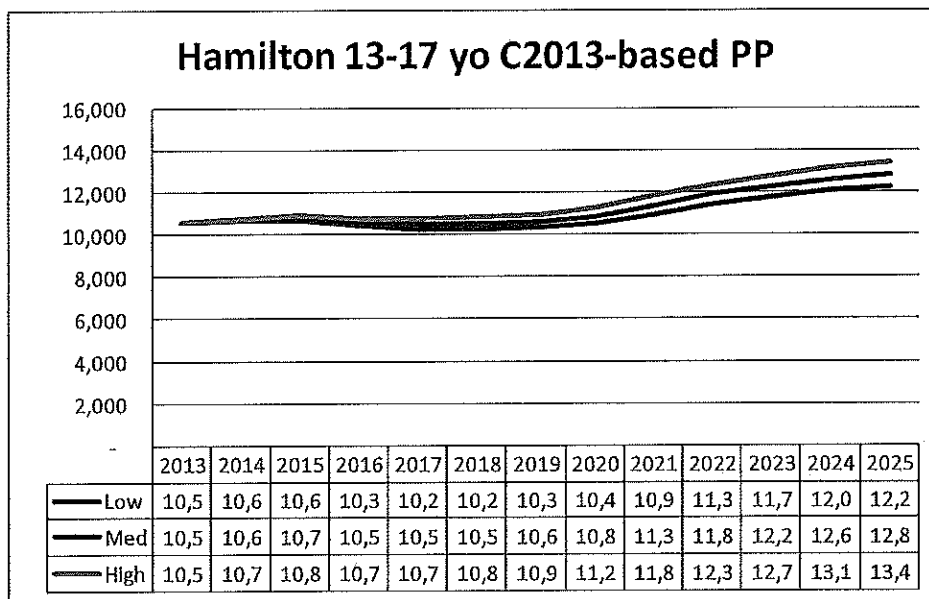
For example there are no bilingual settings or other approaches.

### 3.3.2 Population projections

Population projection data for the y9-13 [13-17 year old] bracket is shown as an approximation of the y7-13 [11-17 year old] bracket population. This underestimates slightly the true potential of the catchment.



Long term population projections for the 13-17 year old [secondary school age] bracket for Hamilton City Council show the demand for schooling is expected to increase over 10 years and then plateau [using the medium scenario].



Medium term population projections for the 13-17 year old [secondary school age] bracket for Hamilton City Council show the demand for schooling is expected to increase over 10 years [using the medium scenario].

### 3.4 Comments

Existing schools can be marginalised by new schools; the sensitivity of the affected schools is tested using the inverse of the same Cabinet guidelines as above.

The rolls at schools affected by the new school are calculated assuming that:

- Enrolments at the new school affect the nominated existing schools in the network
- Enrolments at the new school are taken from those schools in the same ratios as current enrolment patterns
- Enrolment at the new school reaches the maximum level in three years.

For this network of secondary schools [as above] the aggregate roll is approximately 11 000. If the proposed new school achieves its target of 255 in its third year of operation then it will be in a similar position and size in the network to Nga Taiatea Wharekura.

School ID	School: Name	Type	MOE TS Capacity	Funded Roll	Utilisation	Spare places	Adj Roll
129	Fairfield College	Secondary (Y9-15)	1196	748	63%	448	731
131	Hamilton Boys' High School	Secondary (Y9-15)	1526	2212	145%	-686	2162
132	Hamilton Girls' High School	Secondary (Y9-15)	1536	1618	105%	-82	1581
135	Fraser High School	Secondary (Y9-15)	1934	1399	72%	535	1367
136	St John's College (Hillcrest)	Secondary (Y9-15)	780	770	99%	10	752
137	Melville High School	Secondary (Y9-15)	767	576	75%	191	563
138	Hillcrest High School	Secondary (Y9-15)	1622	1661	102%	-39	1623
139	Sacred Heart Girls' College (Ham)	Secondary (Y9-15)	787	934	119%	-147	913
140	Waikato Diocesan School For Girls	Secondary (Y9-15)	570	652	114%	-82	637
488	Nga Taiatea Wharekura	Secondary (Y9-15)	261	265	102%	-4	259
539	Waikato Waldorf School	Composite (Y1-15)	222	166	75%	56	162
632	Tai Wananga	Secondary (Y9-15)	*	187			183
	New PSKH						255

## 4 Te Aratika Trust

### 4.1 Description

Name	Type	Location	Max roll	Catchment	Comment
Te Kura o Aratika	Year 11-13	Humber St Hastings	200 y11-13	Hastings and district	Maori from Low Decile

#### 4.1.1 Cabinet Guidelines

Cabinet guidelines suggest that new schools should achieve a minimum roll size three years after opening and that existing schools should not be made marginal by the new school.

Guideline	Primary 100	Secondary 300	Composite 200	Comment
Application		200 max		200 in the third year

The application proposes a final size of 200 in 2019; this roll level is lower than the Cabinet guidelines for establishing a new secondary school and does not meet those minimum size guidelines.

### 4.2 Network assessment

For the purposes of this analysis the network for this application is modelled to be:

- The wider Hawkes Bay area approximated by the two TLAs of Hastings and Napier.

#### 4.2.1 Other schools in the network

This is an application for a new secondary school in the schooling network for Hastings, Hawkes Bay. The area has a number of educational options. There are 6 state and 3 state integrated secondary schools in Hastings. There are also 3 composite schools that also teach some of the same year levels. Further afield in Napier there are a number of schools bringing the total of schools up to 21.

School rolls in the Hastings-Napier area contain about 1/3 Maori students. The rolls are summarised in a table below. The medium term outlook for secondary school demand is for a fall and recovery in demand.

If the proposal achieved its target maximum roll of 200 then the school would be the smallest state school but not the smallest overall school, there would be a smaller state-integrated girls boarding school and smaller composite Maori Medium schools which all cater to a specific student demographic.

#### 4.2.2 Comments about the network

The proximity of the various settlements in Hawkes Bay means that the ability to commute between Napier, Taradale, Hastings, Flaxmere and Havelock North allows for the wider region to be considered as an overall catchment.

#### 4.2.3 Previous network actions

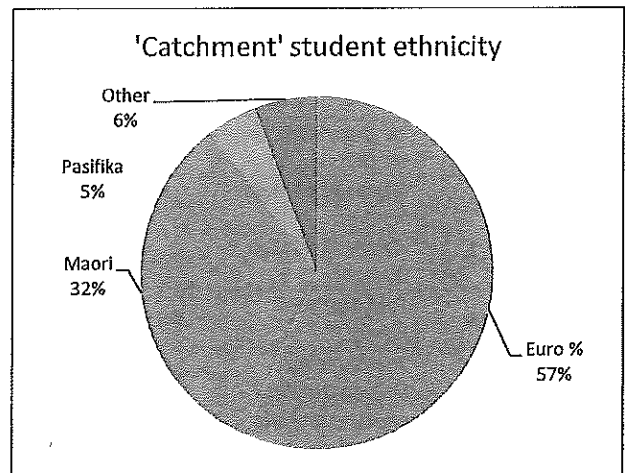
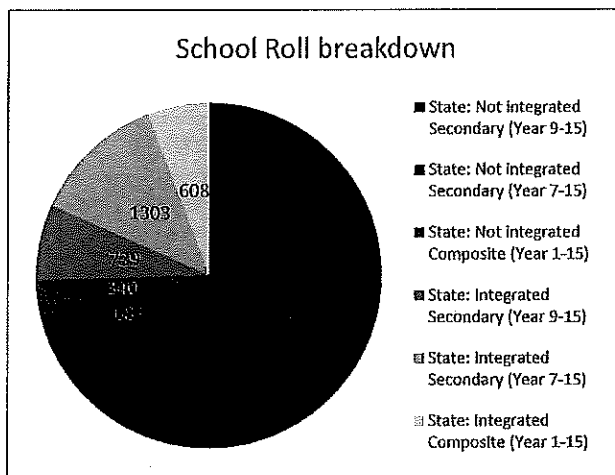
The Ministry is in the process of moving the current (1674) TKK o Te Wananga Whare Tapere o Takitimu to a new site and establishing a wider range of education including wharekura year levels, ECE and tertiary options.

### 4.3 Student Population

#### 4.3.1 Catchment population and ethnicity

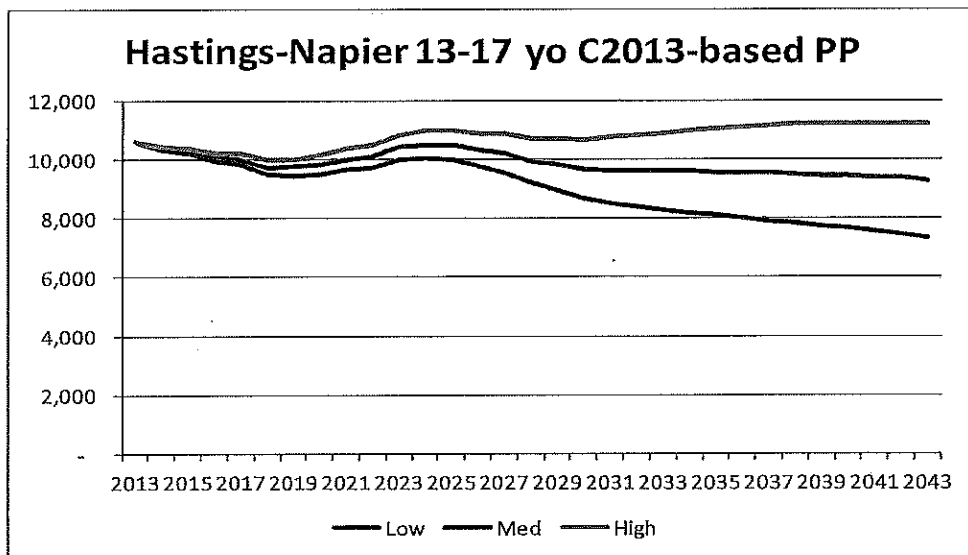
The wider catchment contains a student population of over 10 000 secondary students, with Maori students accounting for more than 3 000 or 32% of the total. The integrated schools represent about 25% of the market.

School ID	School: Name	Total	Euro	Māori	Pasifika	Euro %	Maori %	Pasifika %	Other %*
134	Flaxmere College	321	11	247	62	3%	77%	19%	0%
215	Taradale High School	970	693	188	11	71%	19%	1%	8%
216	Napier Boys' High School	1218	843	295	26	69%	24%	2%	4%
217	Napier Girls' High School	1004	690	232	26	69%	23%	3%	6%
218	Tamatea High School	283	104	149	14	37%	53%	5%	6%
219	Sacred Heart College (Napier)	310	180	67	37	58%	22%	12%	8%
220	William Colenso College	362	83	225	29	23%	62%	8%	7%
222	St Joseph's Maori Girls' College	224		224		0%	100%	0%	0%
223	Havelock North High School	889	683	135	7	77%	15%	1%	7%
224	Iona College	290	242	32	1	83%	11%	0%	5%
225	Woodford House	291	235	30	1	81%	10%	0%	9%
226	St John's College (Hastings)	360	223	79	31	62%	22%	9%	8%
227	Hastings Boys' High School	726	251	329	104	35%	45%	14%	6%
228	Hastings Girls' High School	807	306	320	113	38%	40%	14%	8%
229	Karamu High School	844	489	305	17	58%	36%	2%	4%
230	Lindisfarne College	498	394	64	1	79%	13%	0%	8%
231	Taikura Rudolf Steiner School	378	289	58	2	76%	15%	1%	8%
435	Hukarere College	69		69		0%	100%	0%	0%
443	Hastings Christian School	230	211	6	5	92%	3%	2%	3%
2445	TKKM o Ngati Kahungunu Ki Heretaunga	129		129		0%	100%	0%	0%
3107	TKKM o Te Ara Hou	211		210		0%	100%	0%	0%
Total		10414	5927	3393	487	57%	33%	5%	6%

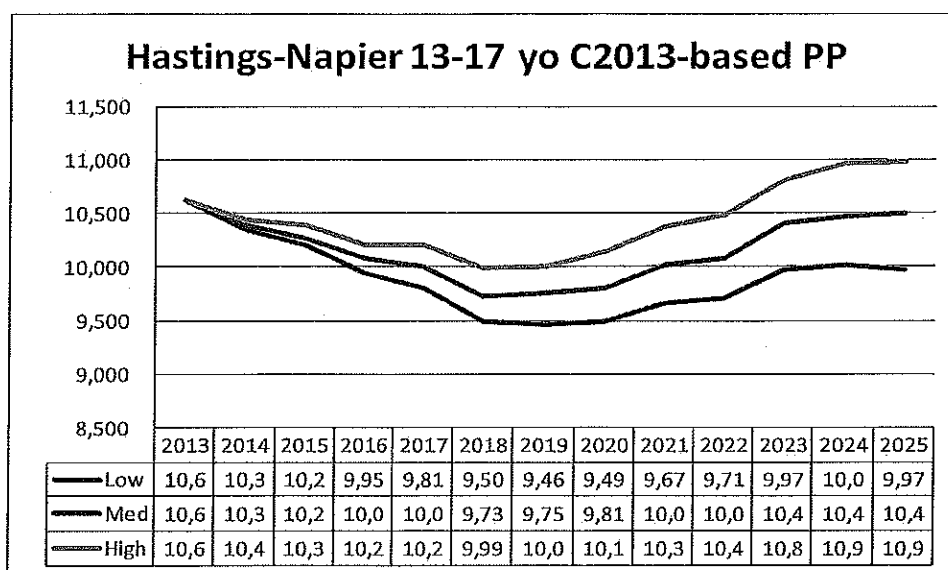


#### 4.3.2 Population projections

Population projection data for the y9-13 [13-17 year old] bracket is shown as an approximation of the y11-13 [18-17 year old] bracket population. This overestimates the true potential of the catchment, the y11-13 demand is about half of the y3-13 demand.



Long term population projections for the 13-17 year old [secondary school age] bracket for Hastings-Napier show the demand for schooling is expected to remain constant overall over 10 years and retract a little over 20-30 years [using the medium scenario].



Medium term population projections for the 13-17 year old [secondary school age] bracket for Hastings-Napier show the demand for schooling is expected to remain relatively steady at current levels over 10 years [using the medium scenario].

#### 4.4 Comments

Existing schools can be marginalised by new schools; the sensitivity of the affected schools is tested using the inverse of the same Cabinet guidelines as above.

The rolls at schools affected by the new school are calculated assuming that:

- Enrolments at the new school affect the nominated existing schools in the network
- Enrolments at the new school are taken from those schools in the same ratios as current enrolment patterns
- Enrolment at the new school reaches the maximum level in three years.

For this network of secondary schools [as above] the aggregate roll is approximately 12 000. If the proposed new school achieves its target of 200 then it will represent 2% of the market.

School ID	School: Name	Type	MOE TS Capacity	Funded Roll	Utilisation	Spare places	Adj Roll
129	Fairfield College	Secondary (Y9-15)	1196	748	63%	448	731
134	Flaxmere College	Secondary (Y7-15)	421	247	59%	174	242
215	Taradale High School	Secondary (Y9-15)	1117	905	81%	212	887
216	Napier Boys' High School	Secondary (Y9-15)	1113	1224	110%	-111	1200
217	Napier Girls' High School	Secondary (Y9-15)	890	980	110%	-90	961
218	Tamatea High School	Secondary (Y9-15)	609	261	43%	348	256
219	Sacred Heart College (Napier)	Secondary (Y9-15)	406	306	75%	100	300
220	William Colenso College	Secondary (Y7-15)	759	347	46%	412	340
222	St Joseph's Maori Girls' College	Secondary (Y7-15)	167	246	147%	-79	241
223	Havelock North High School	Secondary (Y9-15)	1192	877	74%	315	860
224	Iona College	Secondary (Y7-15)	349	284	81%	65	278

School ID	School: Name	Type	MOE TS Capacity	Funded Roll	Utilisation	Spare places	Adj Roll
225	Woodford House	Secondary (Y7-15)	526	278	53%	248	272
226	St John's College (Hastings)	Secondary (Y9-15)	483	361	75%	122	354
227	Hastings Boys' High School	Secondary (Y9-15)	859	713	83%	146	699
228	Hastings Girls' High School	Secondary (Y9-15)	855	803	94%	52	787
229	Karamu High School	Secondary (Y9-15)	948	889	94%	59	872
230	Lindisfarne College	Secondary (Y7-15)	712	478	67%	234	469
231	Taikura Rudolf Steiner School	Composite (Y1-15)	386	353	91%	33	346
435	Hukarere College	Secondary (Y9-15)	178	68	38%	110	67
443	Hastings Christian School	Composite (Y1-15)	145	219	151%	-74	215
2445	TKKM o Ngati Kahungunu Ki Heretaunga	Composite (Y1-15)	173	132	76%	41	129
3107	TKKM o Te Ara Hou	Composite (Y1-15)	261	201	77%	60	197
	New PSKH						200

## 5 Te Whānau o Waipareira

### 5.1 Description

Name	Type	Location	Max roll	Catchment	Comment
Te Kura Hourua o Waipareira	Year 9-13	Henderson CBD	300 y9-13	West Auckland	Maori and Low Decile

#### 5.1.1 Cabinet Guidelines

Cabinet guidelines suggest that new schools should achieve a minimum roll size three years after opening and that existing schools should not be made marginal by the new school.

Guideline	Primary 100	Secondary 300	Composite 200	Comment
Application		300 max		300 in the third year

The application proposes a roll of 300 in 2019; this roll level is equal to the Cabinet guidelines for establishing a new secondary school and meets those minimum size guidelines.

### 5.2 Network assessment

For the purposes of this analysis the network for this application is modelled to be:

- The two local body boards Henderson-Massey and Waitakere Ranges.

#### 5.2.1 Other schools in the network

This is an application for a new secondary school in the schooling network for Henderson, Auckland. West Auckland has been the subject of previous PSKH applications. The area has a number of educational options. There are 8 state and state integrated secondary schools used to model the network for the vicinity of Great North Rd and Lincoln Rd, Henderson.

School rolls in Henderson area contain about 1/5 Maori students. The rolls are summarised in a table below. The medium term outlook for secondary school population is for little change in demand.

If the proposal achieved its target maximum roll of 300 then the school would be the smallest state school in the area.

#### 5.2.2 Comments about the network

The catchment is serviced by secondary schools in the catchment and additionally by schools to the north and east of the Henderson town centre.

#### 5.2.3 Previous network actions

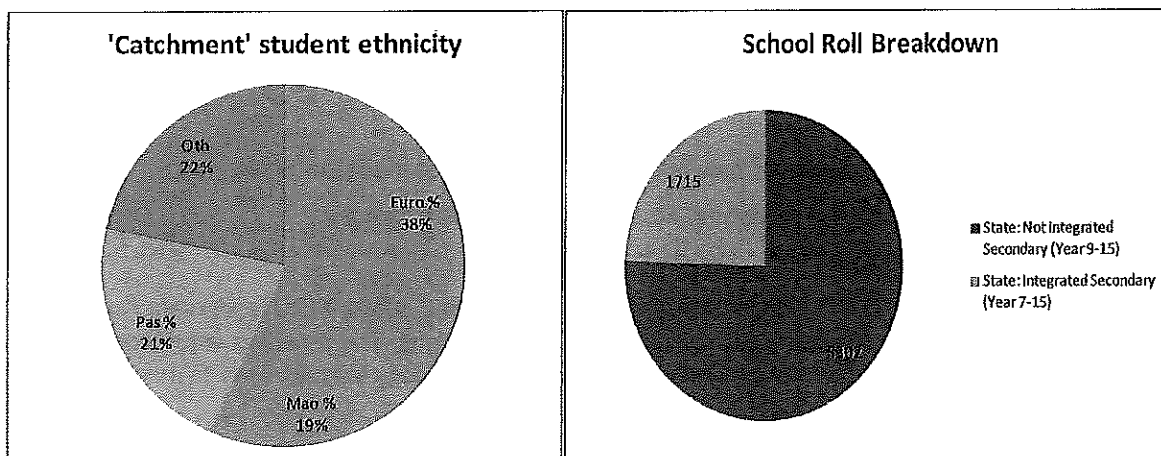
The Ministry opened (6977) Hobsonville Point Secondary School in 2014 situated 10 km to the north of Henderson as part of a strategic plan for addressing education provision in West Auckland.

### 5.3 Student Population

#### 5.3.1 Catchment population and ethnicity

The wider catchment contains a student population of over 12 000 secondary students, and a roll of over 7000 with Maori students accounting for more than 1 300 or 19% of the total. The integrated schools represent about 25% of the market.

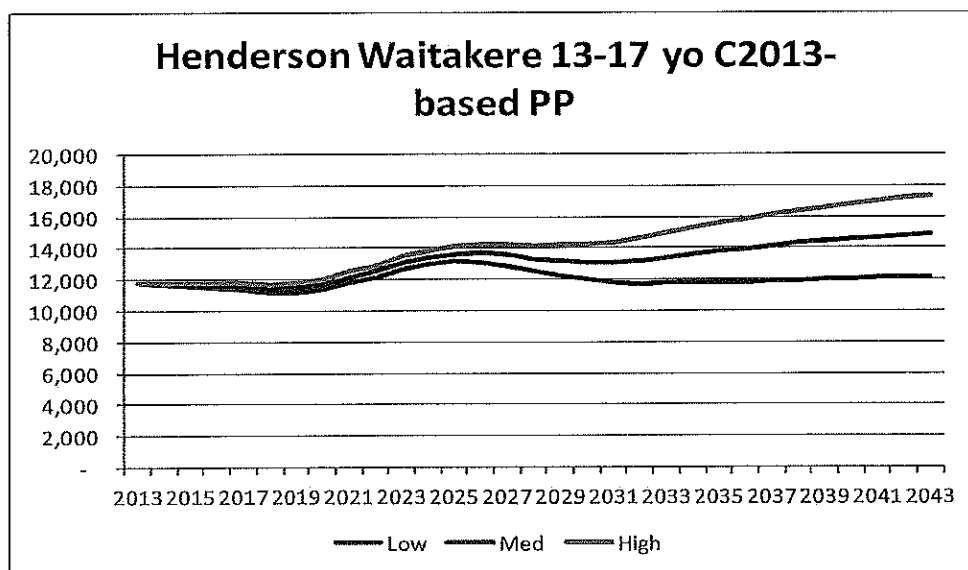
School ID	School: Name	Total	Euro	Māo	Pas	Euro %	Mao %	Pas %	Oth*
40	Rutherford College	1347	604	272	203	45%	20%	15%	20%
43	Massey High School	1972	744	461	452	38%	23%	23%	16%
44	Waitakere College	1351	406	298	403	30%	22%	30%	18%
45	Henderson High School	632	286	148	115	45%	23%	18%	13%
46	Liston College	839	287	80	155	34%	10%	18%	38%
47	St Dominic's Catholic College (Henderson)	876	312	87	184	36%	10%	21%	33%
Total		7017	2639	1346	1512	38%	19%	22%	22%



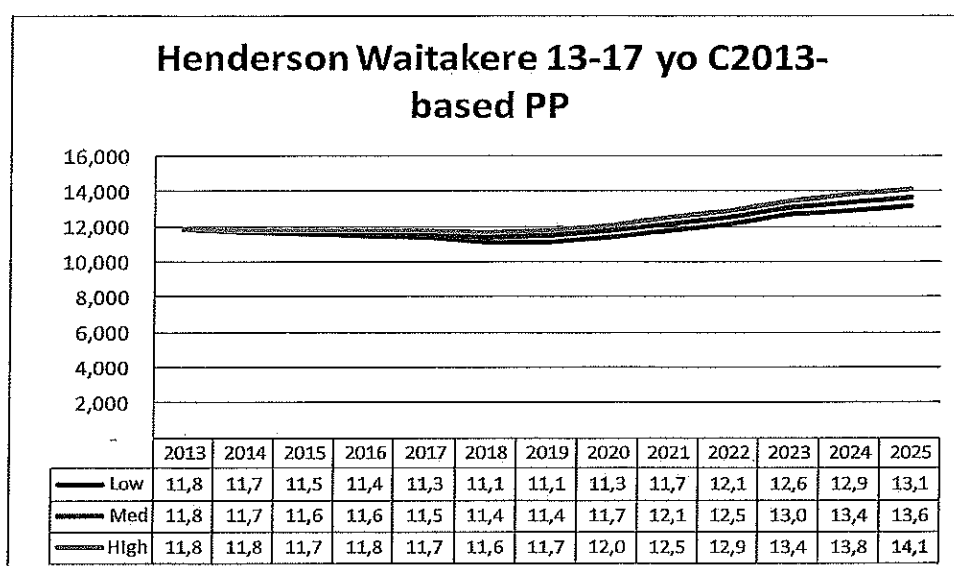
### 5.3.2 Population projections

For the purposes of the demographic analysis the network for this application is modelled to be:

- Henderson Massey and Waitakere Ranges.



Long term population projections for the 13-17 year old [secondary school age] bracket for the show the demand for schooling is expected to increase over a 20-30 years [using the medium to high scenario].



Medium term population projections for the 13-17 year old [secondary school age] bracket for the show the demand for schooling is expected to increasing overall over a 10 years [using the medium to high scenario].

## 5.4 Comments

Existing schools can be marginalised by new schools; the sensitivity of the affected schools is tested using the inverse of the same Cabinet guidelines as above.

The rolls at schools affected by the new school are calculated assuming that:

- Enrolments at the new school affect the nominated existing schools in the network
- Enrolments at the new school are taken from those schools in the same ratios as current enrolment patterns.

For this network of secondary schools [as above] the aggregate roll is approximately 12 000. If the proposed new school achieves its target of 300 then it will represent 2% of the market. No existing school is expected to be made marginal by this proposal.

School ID	School: Name	Type	MOE TS Capacity	Funded Roll	Utilisation	Spare places	Adj Roll
40	Rutherford College	Secondary (Year 9-15)	1171	1333	114%	-162	1274
43	Massey High School	Secondary (Year 9-15)	2113	1821	86%	292	1741
44	Waitakere College	Secondary (Year 9-15)	1169	1351	116%	-182	1291
45	Henderson High School	Secondary (Year 9-15)	838	653	78%	185	624
46	Liston College	Secondary (Year 7-15)	595	797	134%	-202	762
47	St Dominic's Catholic College (Henderson)	Secondary (Year 7-15)	867	844	97%	23	807
	PSKH						300

