

Request for Application to operate a Partnership School | Kura Hourua

Opening in 2017

Application Form

Issue Date| 14 August 2015
Close Date| 30 October 2015

**KIA ATA MAI EDUCATIONAL TRUST
TE KŌPUKU HIGH**

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2 Applicant Contact Details

2.1 Contact person for this Application

Contact person	Cath Rau				
Position	Chairperson				
Phone number	[REDACTED]				
Mobile number				s 9(2)(a) OIA	
Email address					
Is the contact person authorised to negotiate?	Yes	<input checked="" type="checkbox"/>	No		

2.2 Sponsor Organisation

Full legal name	Kia Ata Mai Educational Trust
Trading name (if different)	N/A
Name of parent organisation	Kia Ata Mai Educational Trust
Physical address	83 Waingaro Road, Ngaruawahia
Postal address	PO Box 166 Ngaruawahia 3742
Website	Currently under construction (www.kiaatamai.org)
Location of head office	Ngaruawahia
Type of entity (legal status)	Charitable Trust
Registered Charity	Yes
Charity (or) Company registration #	CC 34195
Country of residence	New Zealand

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

2.3 Referees

Referee 1	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee 2	
Name of organisation:	s 9(2)(a) OIA, s 9(2)(b)(ii) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee 3	
Name of organisation:	s 9(2)(a) OIA, s 9(2)(b)(ii) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

3 Applicant Profile

3.1 Applicant Organisation

a. Do you intend to establish a new legal entity to run the school?

Kia Ata Mai Educational Trust will establish a new charitable organisation to manage and operate the partnership school - Te Kōpuku High Trust from 2018.

b. Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties?

Kia Ata Mai Educational Trust will run the school for the foundation year and 2017. Thereafter it will be subcontracted to the new entity to manage and operate.

3.2 Overview of Applicants Organisation

Type of organisation	<p>Kia Ata Mai Educational Trust is a charitable trust registered with the Charities Commission.</p> <p>The Trust has exclusively been involved with the educational advancement of learners in immersion and māori-medium programmes in schools/kura for the last 21 years.</p>
Year established	1994
History	<p>Kia Ata Mai Educational Trust was formed by practising teachers and school leaders with a desire to positively contribute to high quality literacy programmes for kura kaupapa and māori-medium schools.</p> <p>Funding from the Waikato Education Foundation enabled Kia Ata Mai Educational Trust to develop and publish <i>He Mātai Mātātupu</i> in 1998 - the official Māori version of Marie Clay's diagnostic tool - An Observation Survey of Early Literacy Achievement (6 year net). The opportunity to work with a world renowned literacy expert like Marie Clay provided the impetus to specialise in literacy for māori-medium settings.</p> <p>The key objectives of the Trust are to:</p> <ul style="list-style-type: none"> • Promote Māori literacy programmes in Kura Kaupapa and Māori medium schools • Publish quality classroom resources • Deliver training and professional development to teachers in schools/kura • Support kaupapa Māori initiatives.
Summary of relevant experience to operate a Partnership School	<p>The governance and management personnel of Kia Ata Mai Educational Trust includes Trustees and staff with extensive professional experience in operating schools and corporate experience in iwi post settlement entities, iwi asset holding companies and Māori Trust Incorporations.</p> <p>The Trust has an extensive educational network of schools/kura and education providers that spans from early childhood (i.e. kōhanga reo) to tertiary institutions. The Trust is a credible organisation and is known for the quality of service it provides to māori-medium schools/kura both regionally and nationally.</p> <p>The Trust has strategically recruited qualified teachers and school leaders and school governors to deliver professional development</p>

	<p>services to the compulsory education sector. Staff have experience in both english, and māori-medium settings.</p> <p>The Trust has continued to focus on literacy related activities and projects that meets its objectives. This includes:</p> <ul style="list-style-type: none"> • The publication of 50 titles in Māori for students to assist them to learn to read • The publication of 6 resources to support the teaching of literacy and language • The publication of 5 literacy/language assessment tools including Aromatawai-Urunga-ā-Kura, (School Entry Assessment), Pānui Haere (Running Records) He Mātai Mātātupu (reading and writing), Hopukina (oral language) and Ngā Taumata Tuhituhi, (writing exemplars) <p>The Trust has also been involved in numerous major national literacy related initiatives including the development and/or delivery of:</p> <ul style="list-style-type: none"> • Ngā Kete Kōrero Framework which organised reading material in Māori into instructional levels (1995) • Te Reo Matatini (Māori medium Literacy) Strategy for the Ministry of Education (2007) • Te Reo Māori learning area of Te Marautanga o Aotearoa (2008) • Ngā Whanaketanga Rumaki Māori (2010) • Ngā Taumatua, a māori-medium literacy specialist post graduate programme with 84 graduates (2003 - 2009) • Rukuhia Rārangahia - Ministry of Education Position Paper on Assessment (2014)
Total number of staff in NZ:	30
Number of locations in NZ:	One site is designated as the office. 25 staff are home-based.
Overseas locations:	N/A

3.3 Current Business Commitments

Business activities	<p>The main activity of Kia Ata Mai Educational Trust is the provision of māori-medium educational services.</p> <p>The Trust is currently contracted by the Ministry of Education to deliver Whāia Te Kairangatira - professional development support to schools/kura. In 2015 this included professional support to 120 schools and 315 leaders/ teachers in te reo matatini (literacy), assessment, pūtaiao (science), tumuaki (principals) and management, te reo o te kaiako (māori language proficiency for teachers) and Te Marautanga o Aotearoa (the māori-medium national curriculum). It is expected a similar number of schools and teachers will be supported in 2016.</p> <p>Kia Ata Mai Educational Trust in association with Ngā Kura ā Iwi o Aotearoa, are developing and implementing an online learning programme - Mauri Oho/Mauri Tau for students who are not meeting national achievement expectations as identified by Ngā Whanaketanga Rumaki Māori.</p> <p>Other activities in 2015 include the facilitation of national workshops with</p>
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	the University of Waikato. The aim of the workshops is to assist teachers to improve their practices and assessment processes in māori -medium settings.
Other contracts with Government	<p>Kia Ata Mai Educational Trust is contracted by the University of Auckland to provide the Māori component in a research project funded by the Ministry of Business, Innovation and Employment - Developing in Digital Worlds/ Te Tipu i te Ao Matihiko.</p> <p>The research project is a world leading longitudinal study involving NZ children aged 4-17 years to identify links between teaching, family participation and game-based learning to promote educational outcomes and equity. The project is funded for 5 years beginning in 2015.</p>

3.4 Probity

List any pending claims against the organisation:	Nil
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	Nil

3.5 Proposed Subcontractors

Sub-contractor 1	
Subcontractor name	Te Kōpuku High Trust (Proposed Charitable Trust)
Address	Located in Hamilton (Potential sites pending success of application)
Specialisation	Partnership School
Describe the deliverables the subcontractor will be responsible for	Governance and day-to-day operation of the school from 2018
List any pending claims against the organisation	Nil
List any court judgments or other decisions that have been made against the organisation in the last 6 years	Nil

3.6 Financial Information

Current financial status:	Financial status excellent with <i>gross return</i> and <i>profit</i> expected to be same or higher within the next 2 years
Gross revenue:	\$5, 604, 960
Net profit (surplus) and Net Assets:	<p>Surplus for the last 2 years: \$542, 482</p> <p>Total value of Net Assets at June 30 2015: \$833, 931</p>

Last audited financial accounts:	30 June 2015			
Copy of latest audited accounts attached?	Yes		No	
Copy of latest annual report attached?	Yes		No	
Is organisation in dispute with any trade union?	Yes		No	

4 School Overview

4.1 School Location

Enter the address / location of your proposed Partnership Kura.	We are currently considering three sites in the suburbs of Glenview (South West), Te Rapa (North West) and Ruakura (East)
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	No

4.2 Year Groups

It is proposed that **Te Kōpuku High** will service Years 7-9 in 2017 (foundation year), expanding to Years 10-13 by 2021.

4.3 Priority Learning Groups

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
95%	5%	95%	5%

4.4 School Roll

Year	2017	2018	%	2019	%	2020	%	2021	%	2022	%
	Roll	Roll	Change	Roll	Change	Roll	Change	Roll	Change	Roll	Change
7	30	45	50%	45	0%	45	0%	45	0%	45	0%
8	30	30	0%	45	50%	45	0%	45	0%	45	0%
9	30	45	50%	45	0%	45	0%	45	0%	45	0%
10	-	30	-	45	50%	45	0%	45	0%	45	0%
11	-	-	-	30	-	45	50%	45	0%	45	0%
12	-	-	-	-	-	30	-	45	50%	45	0%
13+	-	-	-	-	-	-	-	30	-	30	0%
Total	90	150		210		255		300		300	

5 Executive Summary

1. Provide an executive summary of no more than 800 words that makes the case for your proposed school. It should clearly set out the distinctive mission of your proposed school, why you are planning to establish it, what it will achieve, and how it will achieve it

Our vision for Te Kōpuku High is to develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable, successful futures for themselves, their communities and the world. This is encapsulated in the whakatauhaki - Kia rite ki te pua o te nīkau - provided by Wharehuia Milroy, Advisor to Kia Ata Mai Educational Trust.

Te Nīkau™ is a metaphor for the student and provides the rationale for our student-centric approach to schooling that seeks to cater for priority Māori learners in Years 7-13.

Te Nīkau™ is the inspiration for the name of the school - Te Kōpuku (the crownshaft) represents the community of care and a culture of the highest expectations for success that will envelop the student while under our charge.

Te Nīkau™ provides the foundation for our unique curriculum approach that aligns the New Zealand Curriculum and Te Marautanga o Aotearoa. It is an important reference point for articulating our curriculum content and delivery, approaches to student achievement and engagement, relationships and interactions, policies and governance and management (operational) structures.

Our initial intake in 2017 will comprise Year 7 to 9 students extending to include Year 7 to 13 students by 2021. We intend locating the school in Hamilton City where the percentage increase of Māori is growing faster than non-Māori and is above the national average for New Zealand. Achievement and engagement data shows that Māori students are being significantly underserved here.

National Standards and NCEA achievement for Māori in Hamilton City is lower than for Māori in Auckland and lower than the national average for Māori. Similarly, Māori in Hamilton City are more likely to be stood down and suspended than Māori in Auckland and nationally, and are excluded more often than Māori students nationally.

In 2014, 60.5% of Māori students in Hamilton Secondary Schools achieved NCEA Level 2. This was lower than the pass rate for all other ethnic groups including Pasifika. Without the minimum NCEA Level 2 qualification, Māori youth in Hamilton are presented with fewer educational pathways and employment opportunities.

Te Kōpuku High will tap into the English-medium pipeline in Hamilton City by offering students a late immersion bilingual kaupapa Māori opportunity with an emphasis on literacy/te reo matatini contextualised through STEM subjects, using a projects-based approach. Only three out of 19 schools currently provide 51 to 80% immersion instructional 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 Year 13 schools in the Hamilton City caters specifically for graduates of these Level 2 programmes. What we are offering is therefore a new schooling option.

Our school performance goals reflect a commitment to ensuring our Māori students enjoy success as Māori by:

- Developing strong language/literacy skills in English and Māori that enable students to leverage off their developing bilinguality for accelerated academic achievement particularly in STEM subjects because they are linked to high demand career opportunities
- Strengthening a student's sense of cultural identity as members of the school, of a community, of iwi and hapū and as global citizens
- Creating an environment where students are self-motivated to strive for personal excellence for individual and collective benefit

We will know we are meeting these goals when students are achieving or exceeding their co-constructed learning goals in ways that also compare favorably with other available engagement and achievement measures.

Kia Ata Mai Educational Trust, the Sponsor, has a proven track record of excellence that spans 21 years specialising in Māori-medium education in the non-compulsory and compulsory sectors. The management of the Te Kōpuku High will be drawn from this organisation, at least for the establishment years and shared between a Chief Operating Officer (COO) and a Chief Executive Officer (CEO).

The COO has extensive governance and organizational management experience with a large iwi entity and other organisations in the education and public sectors. The CEO has been leading the Sponsor organisation that comprises a team of 26 educators all of whom are former teachers, senior managers, principals, Resource Teachers of Māori, and Resource Teachers of Learning and Behaviour in a variety of māori-medium settings across Aotearoa/New Zealand.

Domain and industry experts will enhance the learning experiences for students and ensure their interests passions and dispositions are nurtured.

Judicious use of this expertise will ensure teaching staff at the school deliver an instructional programme of the highest quality by incorporating the most effective innovations in teaching and learning. The CEO also has functional relationships with national and international experts in bilingual education who will support our endeavours to use progressive language acquisition pedagogies. This will enable Te Kōpuku High to cater for students with a range of proficiency in Te Reo Māori and English.

6 Purpose and Goals

2. Provide a statement of purpose and goals that:

- a. sets out your distinctive mission and vision, including:
- b. why you are proposing to open your school
- c. what sets it apart from existing provision, and
- d. how it will enable improved student engagement and achievement;
- e. defines the school's performance objectives and how these will be achieved and measured;
- f. provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
- g. outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

Our Vision

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.

The mission is encapsulated in the whakatauaiki - Kia rite ki te hua o te nīkau

Our Mission

Every Māori student is capable of greatness - He pito mata, he āheinga whakakake tō ia ākonga

Why we are proposing to open a school in Hamilton City

Disproportionate numbers of Māori students currently enrolled in english-medium programmes in Hamilton City are not experiencing the success that they are both capable of and entitled to. This is reflected in:

- Poor academic achievement on national measures
- High rates of expulsion and stand downs
- High rates of truancy

Auckland has been chosen as a comparison for the following reasons:

- Proximity to Hamilton
- High Māori population
- Six Kura Hourua are located in Auckland, Four of them in South Auckland

Achievement data for Māori in Hamilton city using National Standards

National Standards achievement data for all Māori students in New Zealand and for Hamilton city in particular, indicates that Māori students and their whānau are currently being significantly underserved. The percentage of Māori students achieving National Standards for Hamilton city is lower than the achievement for Māori in Auckland as well as Māori nationally

for all learning strands and much lower when compared to non-priority students in Hamilton City and in Auckland.

Table 1: Hamilton City National Standards (NS) achievement data for Māori and non-Māori (2014) compared with Auckland and national data¹

Learning strands	% Māori at & above in Hamilton	% non-priority students at & above in Hamilton	% Māori at & above in Auckland	% non-priority students at & above in Auckland	% Māori at & above in NZ schools
Reading	62.6%	79.9%	66.9%	82.6%	68.6%
Writing	52.6%	72.6%	60.1%	77.6%	61.2%
Mathematics	59.0%	79.2%	65.0%	83.5%	65.0%

Achievement data for Māori in Hamilton City using NCEA

Similarly NCEA national data and data for Hamilton city indicate Māori are not achieving the minimum academic qualifications (i.e. NCEA level 2) necessary in to pursue educational pathways and employment opportunities for future economic and financial security.

Academic achievement for Māori in Hamilton City needs to be accelerated.

The achievement rates of Māori students in Hamilton City for NCEA are lower than the rates for non-priority students in Hamilton and Auckland and for Māori students in Auckland and all Māori students in New Zealand.

Table 2: Hamilton City NCEA achievement data for Māori and non-Māori students (2014) compared with Auckland and national Māori data²

	% Māori achievement Hamilton	% non-priority achievement Hamilton	% Māori achievement Auckland	% non-priority achievement Auckland	% Māori achievement NZ schools
NCEA 1	72.5%	89.7%	74.8%	91.9%	73.7%
NCEA 2	57.8%	83.7%	60.5%	85.1%	58.6%
NCEA 3	25.1%	57.6%	31.1%	65.3%	27.2%

Māori Stand Down, Suspension and Exclusion Rates

The statistics for stand-downs and suspensions for Māori students in Hamilton City in 2014 were worse than they were for Māori students in Auckland and for Māori students nationally. The percentage of Māori students excluded from Hamilton schools was higher than for Māori students in Auckland schools.

Māori student engagement in Hamilton City needs to be significantly improved.

¹ Ministry of Education. (2015). *Education Counts: Know Your Region: Hamilton City*. Retrieved October 10, 2015 from <http://www.educationcounts.govt.nz/know-your-region/territorial-authority/national-standards/reading?region=3&district=16>

² Ministry of Education. (2015). *Education Counts: Know Your Region: NCEA Hamilton City*. Retrieved October 10, 2015 from <http://www.educationcounts.govt.nz/know-your-region/territorial-authority/qualifications/ncea-level-1?region=3&district=16>

Ministry of Education. (2015). *Education Counts: NZ Education Profile 2013 – 2014*. Retrieved October 10, 2015 from https://www.educationcounts.govt.nz/data/assets/pdf_file/0004/166909/NZ-PAI-2014.pdf

Ministry of Education. (2015). *Education Counts: School Leavers with NCEA 2 or above*. Retrieved October 10 2015 from <http://www.educationcounts.govt.nz/indicators/main/education-and-learning-outcomes>

Table 3: Hamilton City stand-down, expulsion and exclusion rates for Māori compared with Auckland and national data 2014³

	Māori students in Hamilton		Māori students in Auckland		Māori students in NZ Schools
	Numbers	Percentage	Numbers	Percentage	Percentage
Stand downs	417	63.7%	1357	31.6%	43.8%
Suspensions	71	56.3%	237	35.5%	50.3%
Exclusions	14	46.7%	104	40.1%	51.7%

Māori school leavers for Hāmilton City

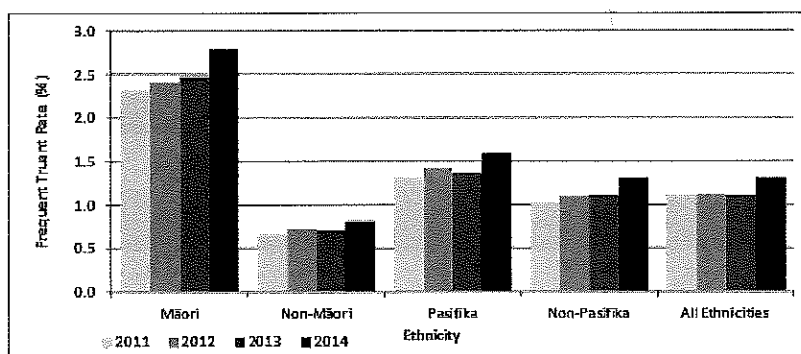
Disproportionate numbers of 15 and 16 year old Māori students are leaving Hamilton City schools prematurely.

In 2014, a total of 46 fifteen year old Māori students left school, accounting for 59.7% of all 15 year old school leavers in Hamilton City. This is higher than Auckland where 42% of 15 year school leavers were Māori. Almost all of these school leavers were from english-medium secondary schools in Hamilton.

For the same year, a total of 174 sixteen year old Māori students left school, accounting for 40% of all 16 year old school leavers in Hamilton City. This is higher than Auckland where 29% of 16 year old school leavers were Māori. Again, most of these school leavers were from english-medium secondary schools.⁴

Tuancy Rates in Years 9 and 10

Figure 1: Truant Rate of Students in Years 9 and 10 for Hamilton City by Ethnicity (2011 – 2014)



What sets our school apart in Hamilton City

We are seeking to establish a school in Hamilton City in 2017 that targets Māori in english - medium education who are not reaching their 'greatness'.

Curriculum content and delivery in our school will be designed to appeal in particular to those whose schooling experiences have been in english-medium settings. The programme will operate within the definition of level 2 immersion i.e. 51 - 80% instruction in Te Reo Māori starting at Year 7. This will add a new option for students in the english-medium pipeline.

³ Ministry of Education (2015). *Education Counts: Know Your Region: Hamilton City: Stand-downs*. Retrieved October 13 2015 from <http://www.educationcounts.govt.nz/know-your-region/territorial-authority/student-engagement/stand-downs?region=3&district=16>

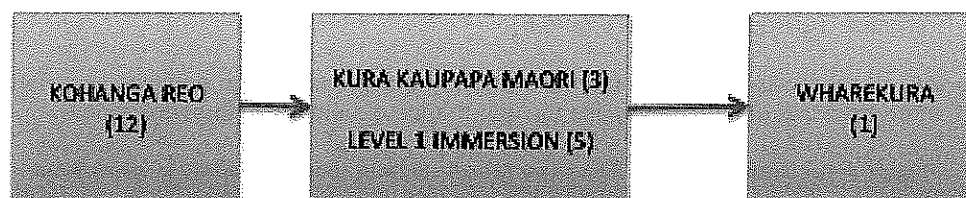
⁴ Ministry of Education (2015). *Education Counts: Know Your Region: Hamilton City: Retention*. Retrieved October 13 2015 from <http://www.educationcounts.govt.nz/know-your-region/territorial-authority/retention/ageregion=3&district=16>

In Hamilton City, there is a Māori-medium pipeline and an English-medium pipeline.

Māori-medium pipeline

The pipeline for māori-medium education in Hamilton City is illustrated in Figure 2. Note that the numbers in brackets indicate the number of schools.

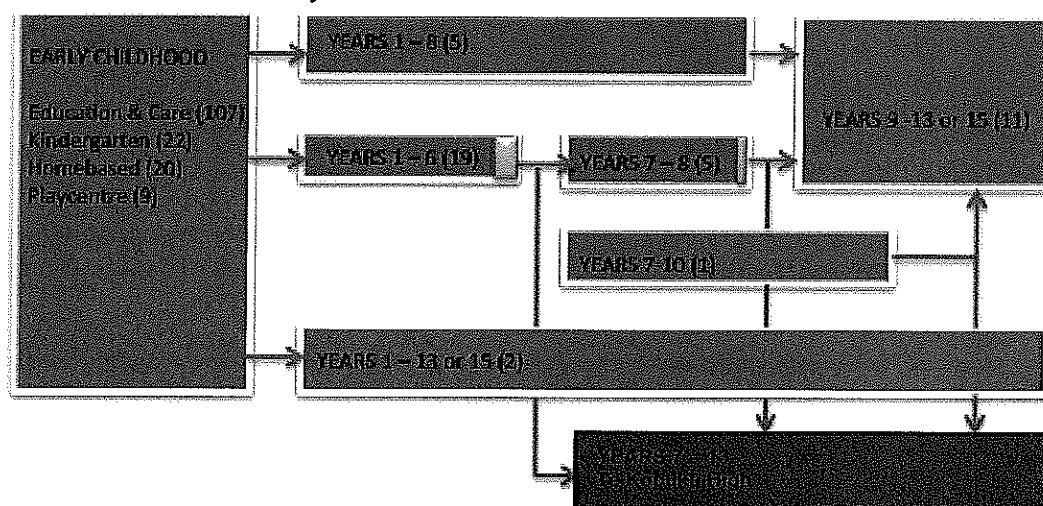
Figure 2: Diagrammatic illustration of the Māori medium (Level 1 in immersion) pipeline for Hamilton City⁶



English-medium pipeline

The pipeline for english-medium education in Hamilton City is presented in Figure 3.

Figure 3: Diagrammatic illustration of the English medium (Level 1 in immersion) pipeline for Hamilton City⁶



The three Māori-medium settings in schools that cater for Year 1 to 6 students (highlighted in orange) are delivering level 2 immersion in Māori programmes (i.e. 51 to 80%). The students in all but one of these 3 schools have a choice of two level 2 immersion programmes that cater to Years 7 and 8 (highlighted in orange). Most of the students at the remaining school enrol at the local intermediate school, which does not offer a level 2 immersion programme.

The red arrows provide a conservative indication of the most likely contributors of student enrolments to Te Kōpuku High. In 2014, there were approximately 1230 Year 7 and 8 Māori students in Hamilton schools which are important transition points when parents are making decisions about 'where to next'.

Indication of Māori student appetite for te reo Māori instruction

Research completed in 2015 by the Waikato Raupatu Lands Trust⁷ in 5 secondary schools, 3 of which were in Hamilton City, provides a convincing argument of the need for a Māori language and Māori-centric schooling option in the english-medium pipeline. All of the 100 participants in the research were Year 9 and 10 students.

⁶ Ministry of Education. (2015). *Education Counts: Find a School in Hamilton: Hamilton Schools*. Retrieved October 15 2015 from <http://www.educationcounts.govt.nz/find-school/schools?region=3&district=16>

⁶ Ministry of Education. (2015). *Education Counts: Find a School in Hamilton: Hamilton Schools*. Retrieved 15 October, 2015 from <http://www.educationcounts.govt.nz/find-school/schools?region=3&district=16>

⁷ This tribal entity is responsible for tribal development for Waikato - Tainui

The findings from questions related to learning Te Reo Māori are summarised as follows:

- 5% of students self-identified sufficient to high proficiency regarding their ability to speak Te Reo Māori (see Figure 4)
- 64% of those students deemed being able to speak Te Reo Māori as being important (see Figure 5)
- 48% identified that their school provided sufficient opportunity for them to learn and practice Te Reo Māori (see Figure 6)

While the vast majority of these students admit to having limited oral proficiency in Te Reo Māori, more than half of them recognise the importance of being able to speak Māori.

Figure 4: Feedback from Māori Secondary School students about their ability to speak Māori

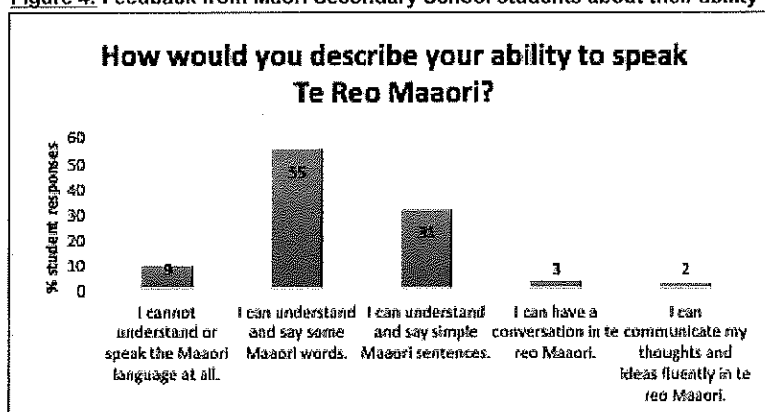


Figure 5: Feedback from Māori Secondary School students about the importance they place on being able to speak Māori

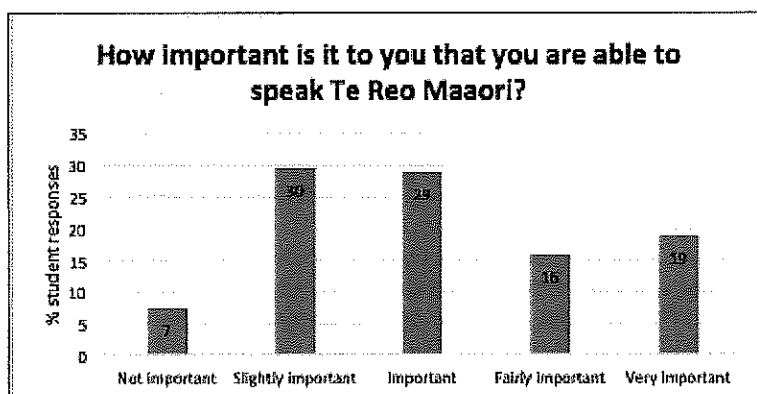
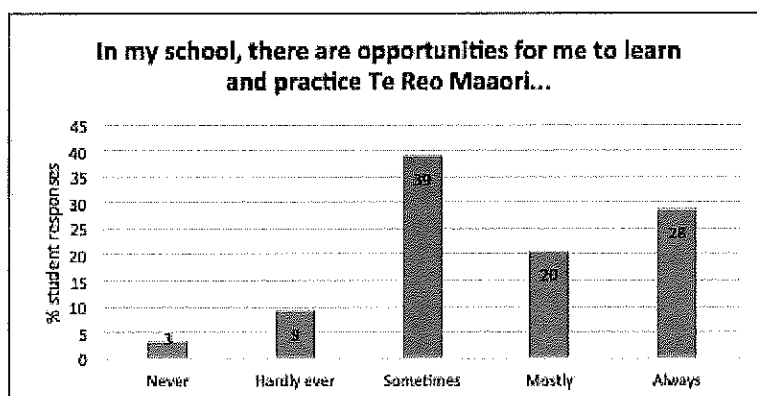


Figure 6: Feedback from Māori Secondary School students about opportunities to learn Te Reo Māori in their school



Improving student engagement and achievement

The following table captures what we intend to do in order to ensure high levels of engagement and achievement at Te Kōpuku High.

Table 4: Actions and indicators to ensure high levels of engagement and achievement

What we will do to ensure high levels of engagement	Success indicators
<ul style="list-style-type: none"> • Value students for who they are as Māori and celebrate their uniqueness • Provide learning experiences that excite and inspire students • Provide students with strategies to regulate their physiological state so they are ready to learn • Ensure that students are actively involved in decision-making about the school and learning programmes • Draw on the interests, passions capabilities and desire of whānau to contribute positively to the education of their children and children of the school community • Provide project based experiential learning • Track student attendance and work with the student, the whānau, their designated 'champion' (aumangea) and other agencies (as appropriate) to find solutions where attendance is an issue 	<ul style="list-style-type: none"> • Positive feedback is forthcoming from students and whānau • Students initiate and employ self-regulatory strategies when they realise that their engagement may be compromised • Attendance rates are significantly higher than rates for Māori students in Hamilton City and nationally for Māori • Whānau are actively engaged in school activities • Positive feedback is forthcoming from external agencies
What we will do to ensure high levels of achievement	Success indicators
<ul style="list-style-type: none"> • Personalise learning experiences in ways that leverage off students' interests, passions, dispositions and vocational aspirations • Ensure a high quality teaching staff via a high quality personalised programme of professional development and inquiry into student achievement and a rigorous appraisal process • Enlist the skills of domain experts to deliver content • Openly acknowledge and promote the notion that everyone is capable of achieving, being successful and making a positive contribution • Expect teaching staff to closely monitor the achievement of students in their tutorial group and work collaboratively with the student, their whānau, champion (aumangea) and teachers to ensure that every opportunity for students to experience success is explored and maximised 	<ul style="list-style-type: none"> • Positive feedback is forthcoming from students, whānau, teaching staff, (external) experts and government agencies such as the Education Review Office (ERO) • National Standards, Ngā Whanaketanga Rumaki Māori, NCEA results are exemplary • Students are able to pursue their preferred educational pathways while at Te Kōpuku High and after graduating • There is high demand from students and whānau to enrol in Te Kōpuku High • Waikato/Tainui and other iwi entities are promoting Te Kōpuku High because it is meeting their expectations of what constitutes success

The School's Performance Objectives and Measures

The school's performance objectives and measures are described below:

Performance Objective 1:

Students develop strong language/literacy skills in Māori and English, and are able to leverage their developing bilinguality for accelerated academic achievement particularly in subjects that are linked to high demand career opportunities i.e. science, technology, engineering and mathematics subjects.

This will be achieved by in the following ways. We will:

- Expose students (and whānau) to accelerant Māori language programmes (e.g. Te Ataarangi)
- Implement successful pedagogical approaches (e.g. translanguaging) that support multiple language acquisition
- Employ bilingual (Māori/English) teachers to deliver the language programme and ensure a robust programme of professional development is in place to keep them abreast of language acquisition research and the most effective teaching methods
- Employ specialist teachers to lift student English and Māori language/literacy
- Develop a personalised learning plan (Ara Ako) for each student that includes access to Mauri Oho (an intervention programme developed by Kia Ata Mai Educational Trust) for those students not meeting achievement expectations
- Train students as tuakana tutors and whānau to deliver Pause Prompt Praise (PPP) and/or the Māori equivalent - Tatari, Tautoko Tauawhi (TTT) - to lift reading/pānui levels
- Apply the Language Codes Framework™ developed for Te Kōpuku High to ensure students have the requisite mastery of a range of codes to engage successfully with STEM subjects

Success Indicators include:

- All students are achieving or exceeding their learning goals
- Those students who at the time of enrolment in Te Kōpuku are not meeting national literacy achievement expectations, will at least be achieving these within 2 years in our programme
- All students will advance one to two levels on Te Reo Māori rubric⁸ every year
- Students are progressively achieving the objectives/whāinga from the science /pūtaiao, technology/hangarau and mathematics/pāngarau learning areas of NZC and TMOA (as appropriate) in the year level spans specified in those documents.

Performance Objective 2:

Students will have a strong sense of cultural identity as members of the school, of a community, of iwi and hapū and as global citizens

This will be achieved by in the following ways:

- Students will complete compulsory individual and collective semi-directed projects to learn more about: i) Waikato/Tainui, Kīngitanga, mana whenua; ii) their respective iwi and heritage
- Students will participate in Kīngitanga events - Poukai, Koroneihana. Rīketa
- Māori tikanga and values will underpin all relationships and interactions in Te Kōpuku High
- The expertise of whānau and iwi/hapū will be enlisted in ways that support students to strengthen their sense of identity
- Students will learn about and engage in activities of other indigenous people both in New Zealand and overseas

⁸ A series of rubrics will be created for Te Kōpuku High to measure progress in a range of important areas. A draft for speaking te reo Māori has already been developed and appears later in this proposal.

Success indicators include:

- All students will advance one to levels on the identity rubric⁹ every year (and others as they are constructed)

Performance Objective 3:

Students are self-motivated to strive for personal excellence for individual and collective benefit.

This will be achieved by in the following ways:

- We will work with the student and whānau to develop a rich strengths-based profile of the student as the basis for a personalised learning plan (Ara Ako) that inspires, excites and challenges the student
- Students will participate in activities that contribute to the well-being of others
- Students will network face to face and online with other indigenous students

Success indicators include:

- Students will achieve all of the targets, measures and expectations co-constructed with them
- There is 100% attendance at Te Kōpuku High (except in cases of explainable absence).
- Students will advance one to two levels on the identity rubric¹⁰ every year (and others as they are constructed)
- Students willingly and spontaneously engage in 'giving back – feeding forward' activities
- Students demonstrate their learning experiences about other indigenous realities by integrating this information into their projects

Demographic evidence for Hamilton City

Māori population information for Hamilton

The 2013 census recorded the total population in Hamilton City as 141,612 with Maori comprising 28,605 people. The Māori population increased by 16.3% (4,002) during the period 2006 to 2013 and the non-Māori population increased by only 9.3% (12,024 people). The national average for Māori was 14.9% compared to 21.3% in Hamilton City.¹¹

Iwi data for Māori and Waikato/Tainui about language, culture and identity

Hamilton City is located in the Waikato-Tainui tribal area where Ngaati Wairere and Ngaati Mahanga are the recognised primary sub-tribes (hapū) and mana whenua. Whilst 24.3% tribal members affiliate to Waikato/Tainui, the majority of Māori residing in Hamilton are from iwi other than Waikato/Tainui.¹²

According to the 2013 census¹³, most Māori adults, i.e. 80% are able to identify their tribal affiliations. Seventy-one percent know their ancestral tribal gathering place (marae). Knowledge of other identity markers (such as ancestral canoe, ancestor, mountains,

⁹ Ibid

¹⁰ Ibid

¹¹ Statistics NZ. Hamilton City. Retrieved October 15, 2015 from <http://www.stats.govt.nz/searchresults.aspx?q=hamilton>

¹² Statistics NZ. Retrieved September 27 2015 from <http://www.stats.govt.nz/searchresults.aspx?q=hamilton%20iwi%20data>

¹³ Statistics NZ. (2013). *Ka Mārō te aho Tapu, Ka Tau te Korowai: Te Reo Māori Findings from Te Kupenga 2013*. Retrieved September 27 2015 from http://www.stats.govt.nz/browse_for_stats/people_and_communities/maori/te-reo-report-2013/other-factors-ability-use.aspx

waterways) ranges from 52% to 58%. Of the 371,000 Māori adults who knew their ancestral marae, 77% thought of it as the place where 'they belonged' (their tūrangawaewae).

Waikato-Tainui data in 2015 shows that 70% of Waikato-Tainui members know their whakapapa and are currently connected to their marae.

Most recent census data also indicates a decline in the number and percentage of Māori speakers of the Māori language from 25% in 2001 to 21% in 2013. To qualify as a speaker of Māori for the census, Māori needed to self-report that they were at least able to hold a conversation about everyday things in the Māori language. One in 5 Māori qualified at this level of proficiency.

30% of Waikato-Tainui tribal members consider themselves fluent speakers¹⁴.

Schooling population for Hamilton City

The schooling population in 2014 totaled 29,020 students, 8,772 or 30.2% of whom were Māori.¹⁵

47.3% Māori were enrolled in a primary school (Years 1-6), 15.3% were enrolled in an intermediate school (Years 7-8) and 42.4% were enrolled in a secondary school (Years 9-13). Rates for non-Māori for primary, intermediate and secondary were 40.4%, 15.0% and 44.6% respectively.

The percentage of Māori students in Hamilton City increased by 9% (816 students) from 2010 to 2014 whereas the percentage increase for non-Māori was only 3.5%. The national percentage increase for Māori students from 2010 - 2014 was 4.9%.¹⁶

Summary

The percentage increase of Māori in Hamilton City is growing faster than non-Māori and is above the national average for New Zealand.

From 2010 to 2014, the percentage increase for Māori students in Hamilton City is almost double the national percentage increase for Māori.

National and local statistics reflect a decline in the number of Māori being able to speak Māori and a growing inability to identify as Māori based on important identity markers. Consequently, Waikato-Tainui iwi has identified Waikato dialect and language and customs (tikanga) and connectedness to marae as educational priorities.¹⁷

Key Advantages of our Application

Track record of our organisation

Kia Ata Mai Educational Trust as the sponsoring organisation, has a proven track record of excellence in Māori education spanning 21 years. As literacy (te reo matatini) specialists, we

¹⁴ Waikato Raupatu Lands Trust. (2015). *Ko te Mana Maatauranga: Waikato Tainui Education Plan 2015- 2020*. Hamilton: Author

¹⁵ Ministry of Education. (2015). *Education Counts. Know Your Region: Hamilton City*. Retrieved September 28 2015 from <http://www.educationcounts.govt.nz/know-your-region/territorial-authority/student-population/year?region=3&district=16>

¹⁶ Ibid

Ministry of Education. (2015). *Education Counts: School Rolls*. Retrieved September 28 2015 from <http://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>

¹⁷ Waikato Raupatu Lands Trust. (2015). Ibid

have either initiated or participated in a raft of local and national initiatives that have made significant contributions to the following:

- Research
- Development of learning materials
- Development of teaching materials
- Development of assessments
- Development of te reo Māori learning area of Te Marautanga o Aotearoa
- Development of Ngā Whanaketanga Rumaki Māori
- Development of a programmes to support learners with achievement challenges
- Educational policy and strategies
- Professional development support to teachers

Our workforce comprises 26 educators who are former teachers, senior managers, principals and Resource Teachers of Māori, and Resource Teachers of Learning and Behaviour in a variety of Māori medium settings across New Zealand. Our collective expertise means that since 2013 we have been contracted by the Ministry of Education to deliver professional support to teachers and school leaders in:

- Te Reo Matatini (nationally)
- Governance and management (Gisborne, Waikato and Bay of Plenty),
- Pūtaiao/Science (Waikato, Northland and Manawātū/Whanganui)
- Assessment (Bay of Plenty, Waikato, Auckland, Northland)
- Te Marautanga o Aotearoa curriculum (Waikato, Bay of Plenty)
- Te Reo o te Kaiako/Teacher Language Proficiency (Waikato)

Refer to Appendices for Copies of Milestone Responses

Kia Ata Mai Educational Trust has a close association with Ngā Kura ā Iwi o Aotearoa (NKAI). Our organisation provides professional services to support their work programme. For example, we are collaborating on various projects in the IT field and developing student 'academic recovery' programmes for students. Refer to Appendices for Letter of Support: Ngā Kura ā Iwi o Aotearoa (NKAI).

We also have functional relationships with and access to University based experts of bilingual and/or indigenous language programmes including Professor Stephen May (University of Auckland), Dr Teresa McCarty (University of California), Professor Ofelia Garcia (University of New York) and Professor Bernard Spolsky (Bar Ilan University Israel).

What makes Te Kōpuku High stand out?

- A unique student-centric curriculum framework
- Introduction of a late immersion bilingual programme into the english-medium pipeline as a new schooling option for Hamilton City
- Active consultation with students and incorporation of their ideas into this proposal including input into managing student behaviour, the school calendar and timetable
- A Google based platform and use of digital devices by students to support their learning
- Support from the Waikato/Tainui tribal development unit (Waikato Raupatu Lands Trust). Refer to Appendices for Letter of Support: Waikato-Tainui
- The Language Codes Framework™ as a unique approach to enabling students to readily access all areas of the NZC and Te Marautanga o Aotearoa with an emphasis on STEM subjects
- Educational and industry partnerships initiated with key organisations that can deliver curriculum content

- A governance model where independent Directors are appointed based on their skills and expertise
- Access to expertise within our organisation to strengthen the capability of teaching staff at the school

7 Educational Plan

3. Describe the curriculum to be used. If you are not using NZC or TMoA

- Explain and provide evidence to support why you have chosen an alternative curriculum and;
- Outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*

7.1 Proposed Alternative Curriculum

Given that our learning programme will be delivered bilingually in English and Māori, we are proposing an alternative curriculum framework that is based on Te Nīkau™. Within this framework, we have incorporated a re-expression of NZC and Te Marautanga o Aotearoa (TMoA). From our extensive work over the last five years supporting level 2 immersion in Māori settings, we have witnessed and experienced the tensions and demands of trying to navigate the underpinning philosophies, expectations and intent of two national curricula.

In Te Nīkau™, the parts and characteristics of the nīkau are a symbolic representation of the student. They also provide the reference point for rationalising our particular student-centric approach to programme design and delivery. Te Nīkau™ has been used to map the five key competencies in NZC and the five Mātāpono Whānui (Overarching Principles) in TMoA in Table 5 below:

Table 5: Te Nīkau™ characteristics and applications to the student, the programme and the national curricula

Te Kākano nō Rangiātea The nīkau is the only palm indigenous to Aotearoa This speaks to the uniqueness, distinctiveness and indigeneity of the student. It also represents the importance of language, culture, and identity		
Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMoA)
A strong and unwavering sense of hapū/iwi identity will be developed as required and maintained with and for each student as both a prerequisite and co-requisite to their engagement in a formal 'learning/academic' programme	Students' wellbeing is strongly influenced by a clear sense of identity and access and exposure to their own language and culture. Students do better in education when what and how they learn reflects and positively reinforces where they come from, what they value and what they already know. (Ministry of Education. 2013) ¹⁸	<i>Ko te ākonga te pūtako o te ao</i> Participating and contributing
Primacy will be given to ensuring high levels of literacy/language /te reo matatini achievement through the Language Codes Framework™ This in turn will better ensure students have the capability (resources) to engage critically with mathematical, technological, scientific, and environmentally conscious thinking behaviour and problem solving	Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words,	Using language, symbols and text Thinking <i>Kia eke te ākonga ki tōna taumata</i>

¹⁸ Ministry of Education. (2013). *Ka Hikitia: Accelerating Success 2013 - 2017: The Māori Education Strategy*. Wellington: Author

	<p>number, images, movement, metaphor, and technologies in a range of contexts (NZC. p.12)¹⁹</p> <p><i>Ko te reo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa (Tā Hemi Henare, 1984.)²⁰</i></p> <p><i>Kia mārama anō ia [te ākonga] i ahu mai te mātauranga i ngā kōrero ā waha, ā tuhi, ā ipurangi hoki (TMOA. p.13)²¹</i></p>	
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Ngā Rawa The nīkau traditionally was a rich source of food, shelter, materials and provided remedies for ailments. This reminds us of the wealth of resources in the student's environment, (natural resources) and community, (human resources)		
Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMOA)
<p>Judicious selections and choices will be made to ensure students access the right resources at the right time for richer student-centric learning. A strong emphasis will be placed on minimising the negative impact of resource consumption on the environment</p> <p>We will form strategic partnerships locally, nationally and internationally to broaden learning/life experiences</p>	<p>Values to be encouraged, modeled and explored include encouraging students to value ecological sustainability, which includes care for the environment (NZC. p. 10)²²</p> <p><i>Māku anō e hanga tōku nei whare. Ko te tāhuhu he hīnau ko ngā poupou he māhoe, patatē. Me whakatupu ki te hua o te rengaranga, me whakapakari ki te hua o te kawariki.</i> (Klingi Taawhiao)</p>	<p><i>Ko te oranga taiao, he oranga tangata</i></p> <p>Participating and contributing</p>

Te Urupuia Often found growing in groves This reflects the desire of the ākonga to be part of a caring community and represents the responsibility of the community to 'nurture and care' for the ākonga as a joint responsibility		
Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMOA)
<p>Whanaungatanga (healthy relationships and interaction whānau, students and teachers, is a necessary condition for the school and is expressed via the principles of aroha (love and respect), manaaki (caring), kotahitanga (unified sense of purpose) and mahitahi (working collaboratively)</p>	<p>Strong engagement and contribution from parents, families and whānau, hapū, iwi, Māori organisations, communities and businesses are a critical element of Māori realising their inherent potential. (Ministry of Education. 2013. p. 11).²³</p> <p><i>Me whakawhānui ngā wāhi ako ki ngā marae, ki ngā taiao rerekē o te rohe, o te rohe whānui.</i> (TMOA. p. 14)²⁴</p>	<p>Participating and contributing</p> <p><i>Me mahi tahi te kura, te whānau, te hapū, te iwi me te hāpori</i></p> <p><i>Kia pūmau te ākonga ki a ia anō</i></p>

¹⁹ Ministry of Education. (2007). *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1 – 13*. Wellington: Learning Media.

²⁰ Ministry of Education. (2008). *Te Marautanga O Aotearoa. Te Reo Māori*. Wellington: Te Poutaki Kōrero Whāiti.

²¹ Ibid

²² Ministry of Education. (2007). *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1–13*. Wellington: Learning Media

²³ Ministry of Education (2013). *Ka Hikitia: Accelerating Success 2013 – 2017: The Māori Education Strategy*. Wellington: Author.

²⁴ Ministry of Education. (2008). *Te Marautanga O Aotearoa. Te Reo Māori*. Wellington: Te Poutaki Kōrero Whāiti.

Te Kāhiwi

The trunk, and the bands or scars on the trunk left as the nīkau grows and sheds leaves

The bands represent whakapapa, acknowledging that students have inherited gifts, talent, characteristics and qualities. The bands also represent the developmental phases of the ākonga as well as their past experiences and how these have contributed to and shaped the student. The connection to Papatūānuku represents conditions or resources necessary for growth and development as well as tūrangawaewae (belonging).

Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātapono Whānui (TMOA)
Emphasis will be placed on supporting the student to understand 'their place in the world' - and the positive contributions the individual can make locally, nationally and globally for collective wellbeing for a sustainable future	Traditional Māori knowledge includes elaborate genealogies about the world... These interlink to form a grand fabric, in which all things are interrelated, and all are descended from the children of Ranginui and Papatūānuku... Whakapapa allows people to locate themselves in the world, both figuratively and in relation to their human ancestors (The Crown, 2010. p. 47) ²⁵	<i>Kia pūmau te ākonga ki a ia anō</i> <i>Kia eke te ākonga ki tōna taumata</i> Relating to others Thinking

Te Kōpuku

The crown shaft - the bulbous form from which the leaves emerge

The crown shaft is a representation of significant people, groups, organisations (kaiako, friends, etc. with whānau, hapū/iwi at the core as the constant) who shape the learning and life experiences of the ākonga. Some of these 'individuals and groups have a temporary influence on the ākonga and move out of the ākonga's sphere of influence over time, much like the outer leaves as they separate and drop off the palm.

Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātapono Whānui (TMOA)
There is a wealth of expertise in the local and wider community that we would expose students to and our 'agile' curriculum will accommodate this The preference is for Te Kōpuku High to be located in an area with easy access to natural resources that will enable curriculum themes such as whenua (land), food (kai) and (wai) water to be utilised for STEM based projects It would also be an advantage if the school is in or near an industrial/business site and build strategic relationships that may lead to work experience and/or internships for years 10 -13 starting in 2020	The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities (NZC. p. 9) ²⁶	Participating and contributing <i>Ko te ākonga te pūtaka o te ako</i> <i>Me mahi tahi te kura,</i> <i>te whānau, te hapū, te iwi me te hāpori</i>

²⁵ The Crown. (2010). *Te Taiao: Māori and the Natural World*. Albany, Auckland: David Bateman

²⁶ Ministry of Education. (2007). *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1-13*. Wellington: Learning Media

Ngā Tētē, Ngā Rau

The fronds/leaves

The fronds represent the many facets of the students including his/her disposition, interests, passions, talents, learning styles etc. Many of these overlap and are 'fused' as can be seen in the lattice type arrangement of the nīkau foliage

Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMOA)
<p>A personalized learning programme will be designed with each student and their whānau.</p> <p>Technology and digital learning will be used to enable and support learning.</p>	<p>"The idea of 'personalising learning' calls for reversing the 'logic' of education systems so that the system is built around the learner, rather than the learner being required to fit the system" (Bolstad et al. 2002. p. 3).²⁷</p> <p><i>He rerekā, he ahurei hoki ngā huarahi ako o tēnā ākonga, o tēnā ākonga. (TMOA p. 14).²⁸</i></p> <p>Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning. (NZC. p.36).²⁹</p> <p><i>Ko te ako-e ko ngā akoranga ka whakatenatenatia, ka tautokona rānei mā ngā hangarau mōhiohio me ngā hangarau whakawhitiwhiti. (TMOA. p.15).³⁰</i></p>	<p><i>Ko te ākonga te pūtake o te ako</i></p> <p><i>Kia eke te ākonga ki tōna taumata</i></p> <p>Managing self</p> <p>Thinking</p> <p>Using language symbols and texts</p>

Ngā Hua

The fruits/berries

The appearance of the fruit/berries are an indication that the nīkau has been enjoying optimal growing conditions (sun, nutrients from the soil, water etc). Likewise, they symbolise the overall state of 'health' of the student (ā hinengaro, ā tinana, ā wairua).

Application to the curriculum and instructional programme	Rationale	Link to key competencies (NZC) and Ngā Mātāpono Whānui (TMOA)
<p>Health and wellbeing will play an important part in the school with an emphasis on self-awareness, nutrition, fitness, an understanding of contributors and responses to offsetting negative health statistics for Māori.</p> <p>Tied in with personal health and wellbeing, is the health and wellbeing of the environment. Water (wai), food/sustenance (kai) and the land (whenua) are of practical and cultural significance. The health and sustainability of these resources will be the</p>	<p>'A successful education therefore is one that lays down the groundwork for a healthy lifestyle and a career with an income adequate enough to provide a high standard of living' (Durie. 2003. p. 200).³¹</p> <p>Three basic principles should guide management of the environment:</p> <ul style="list-style-type: none"> • Humankind's contribution is to enhance and maintain the life-support systems of Papa-tū-ā-nuku • People should treat Papa-tū-ā-nuku with love and respect in recognition of her life-supporting function, her role in the creation of the natural 	<p><i>Kia eke te ākonga ki tōna taumata</i></p> <p><i>Ko te oranga tāiao, he oranga tangata</i></p> <p>Managing self</p>

²⁷ Bolstad, R., Gilbert, J., Mc Dowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). Supporting future- oriented learning and teaching - a New Zealand perspective. Report prepared for the Ministry of Education. Wellington: NZCER

²⁸ Ministry of Education. (2008). *Te Marautanga O Aotearoa. Te Reo Māori*. Wellington: Te Poutaki Kōrero Whāiti.

²⁹ Ministry of Education. (2007). *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1-13*. Wellington: Learning Media

³⁰ Ministry of Education. (2008). *Te Marautanga o Aotearoa. Te Reo Māori*. Wellington: Te Poutaki Kōrero Whāiti.

³¹ Durie, M. (2003). *Ngā Kāhui Pou: Launching Māori Futures*. Wellington: Huia Publishers

centre of inquiry that draws on the disciplines of science, technology, engineering and mathematics.	<ul style="list-style-type: none"> world and her place in our own whakapapa We do not own Papa-tū-ā-nuku but are recipients and therefore stewards of the natural environment. (Marsden. 2011).³² 	
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Rationale for a new approach to organising curriculum based on language codes rather than subjects

Both the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMoA) acknowledge the importance of language/literacy for learning. In NZC, this is expressed in the following ways:

- Each learning area has its own language or languages. As students discover how to use them, they find they are able to think in different ways, access new areas of knowledge, and see their world from new perspectives. (p.9) and;
- As language is central to learning and English is the medium for most learning in the New Zealand Curriculum, the importance of literacy in English cannot be overstated. (p. 16).

In Te Marautanga o Aotearoa (TMoA), it is expressed in the following statement:

- Ko te reo te waka kawē i te wairua me te whakaaro Māori, e whakatinana ai ngā āhuatanga katoa o te ao Māori. He taonga tuku iho te reo Māori ... (Te Anga Marautanga, (p. 12.)

Despite this emphasis on language and literacy, both curricula organise learning according to subject areas for years 1 - 10 with greater specialisation for years 11 - 13. English, Te Reo Māori and Te Reo Pākehā (within which explicit literacy/language learning reside) accounts for one of 8 learning areas for NZC and two of 9 learning areas in TMoA (see following).

Table 6: Learning areas of NZC and Te Marautanga o Aotearoa

New Zealand Curriculum	Te Mātauranga o Aotearoa
English	Te Reo Māori
-	Te Reo Pākehā
Learning Languages	Ngā Reo
The Arts	Ngā Toi
Health and Physical Education	Hauora
Mathematics/Statistics	Pāngarau
Social Sciences	Ngā Tikanga ā Iwi
Technology	Hangarau
Science	Pūtaiao

The net effect is that instructional programmes typically tend to compartmentalise learning as evidenced by classroom and school-wide timetables operating in most New Zealand schools because this is how learning is organised and presented in the curriculum documents. This

³² Māori Marsden. Cited in Waitangi Tribunal Report 2011. *Ko Aotearoa Tēnei: A Report into Claims Concerning NZ Law and Policy Affecting Māori Culture and Identity*; Wai 262. Wellington: The Crown

silo effect can lead to experiences that are artificial in nature because they don't adequately represent or mirror real-life experience or promote 'natural more integrated ways of learning'.

The dominant discourse for literacy in english-medium settings in Aotearoa/New Zealand reflects a functional approach where Government definitions, policies and initiatives to support literacy teaching and learning are limited to ensuring success in the reading and writing of English. (Grootveld, 2015).³³

The Māori term for literacy i.e. te reo matatini (the many faces/facets of language) signals that a broader definition for Māori-medium settings is required - one that also positions it within a broader cultural-political context. Ministry of Education (2007), refers to literacy or te reo matatini as:

'the ability to articulate the words, stories, histories, images, art, dance, movement, politics and philosophies of Māori [which] remains at the heart of literacy development' (p.11).³⁴

Primacy here is given to the regeneration of Te Reo Māori which is positioned alongside strategies and approaches to achieve the broader goal of ensuring Māori are able to learn and live as Māori.

Biliteracy (in Te Reo Māori and English) underpins the definition provided by the Māori Adult Literacy Working Party, (2003) as follows:

'Speaking, reading, writing and critical thinking interwoven with the knowledge of social and cultural practices. Literacy empowers people to contribute to and improve society'. (p. 39).³⁵

The National Institute of Māori Education, Centre for Māori and Indigenous Literacy and Numeracy (2010), makes a distinction between Māori literacy (enabling access to Māori literary forms as determined by Māori) and literacy for Māori (ensuring maximum engagement in literacy and numeracy learning delivered within a culturally appropriate environment).

This last definition/description best represents the frame for literacy teaching and learning we will be applying at Te Kōpuku High.

We propose an alternative approach where language(s)/literacy are not just theoretically situated as the core or base learning curriculum area(s) but also applied in practice. As a result, the remaining learning areas have been redesignated as contexts or lenses through which the world can be understood rather than being the mechanism by which learning is organised. We believe that this constitutes a subtle but important re-positioning.

Our approach is based on the following understandings:

- Language is fundamental to human endeavour.
- The development of language is at the same time, the development of learning.
- Language and literacy (ways of expressing language) require the use of various codes
- Literacy (ways of expressing language) is socially, politically and culturally constructed.
- As language users, we are both encoders and decoders. As encoders, we draw upon our knowledge of codes to communicate, and as decoders, we draw upon the same codes to help us interpret and understand the messages, ideas and information we receive.
- Rarely is a singular code used in isolation. More often, combinations of codes are used in language and for literacy and learning.

³³ Grootveld, C. (2015). *Literature Review: Literacy in Māori Medium Education: Final Report for the Ministry of Education.*

³⁴ Cited in Grootveld, C. (2015). *Literature Review: Literacy in Māori Medium Education: Final Report for the Ministry of Education.*

³⁵ *ibid*

- Some codes are universal across languages, some codes are language specific and/or culture specific
- In māori-medium learning contexts where bilingualism and biliteracy are desirable outcomes, operating across similar and dissimilar codes is required
- The codes find expression through the learning areas expressed in NZC and TMoA.
- Research and case studies reinforce the benefits of a cross-disciplinary approach to teaching and learning³⁶

As a result of this thinking, we have developed a unique, culturally located, Language Codes Framework™ for our school.

Table 7: Language Codes Framework™ for Language and Literacy

Reo Whakaputa	Reo Torohū	Ngā Momo Tā	Ngā Kawenga	Ngā Horopaki
Encoding	Decoding	Codes	Ways codes and language is expressed	Contexts
Encoding for understanding, interpretation and application.	Decoding for understanding, interpretation and application.	<i>ā kupu</i> Words and utterances (paralinguistics)	Written texts Spoken texts Paralinguistics	Pūtaiao Hangarau Pāngarau Tikanga-ā-Iwi Toi Hauora
Encoding requires productive skills: <i>Whakaaro</i> <i>Kōrero</i> <i>Tuhi/Tā</i> <i>Whakaatu</i>	Decoding requires receptive skills: <i>Whakaaro</i> <i>Whakarongo</i> <i>Pānui</i> <i>Mātakitaki</i>	<i>ā ata</i> Images Colour Texture Movement Sound	Body language Moving Static Images	
		<i>ā tohu</i> Signs Symbols	Braille Signing i.e. +@#\$%&'()*+,-./:;<=>?@	
		<i>ā tau</i> Number	4 3 678 2/3	
		<i>ā taiao</i> Environmental	Being able to 'read' the environment and natural phenomena	
		<i>ā rongo</i> Sensory and extrasensory	Intuition Déjà vu Gut Feeling	

Te Reo Māori learning area of TMoA provides a useful (language-based) frame comprising three strands for further organising this learning as follows:

Table 8: Overview of Language Framework for Te Reo Māori Learning Area of Te Marautanga o Aotearoa

Te Reo Māori term	English language equivalent	Brief description/ characteristics/components
Āheinga Reo	Language function	Awareness of audience, purpose, how to structure texts/how texts are structured
Puna Reo	Language resources	Vocabulary, grammar, text organisation, concepts and conventions
Rautaki Reo	Language strategies	Various, to support āheinga reo and puna reo

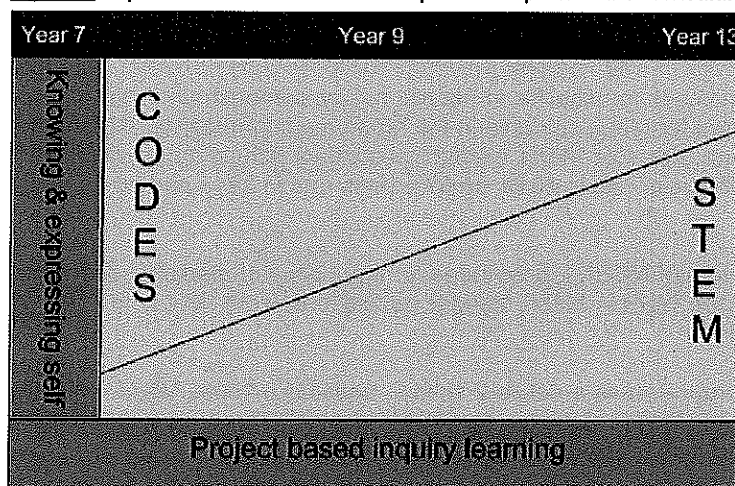
³⁶ Bolstad, R., Gilbert, J., Mc Dowall, S., Bull, A., Boyd, S., & Hipkins, R. (2012). Supporting future- oriented learning and teaching - a New Zealand perspective. Report prepared for the Ministry of Education. Wellington: NZCER

Delivery of the curriculum across the year levels

4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Using a project based approach, our student learning programme will focus in the first instance, on 'knowing and expressing self. This includes developing with students a strong sense of their cultural identity and building language-code competencies in English and Māori. Engagement and participation in STEM based projects will increase relative to each student's developing identity and linguistic capability. This is illustrated in figure 7 below.

Figure 7: Representation of the relationship between parts of the curriculum



Traditional language teaching in level 2 immersion programmes in New Zealand tends to develop Māori language proficiency as a consequence of engagement with curriculum subject matter. Second language learning theory postulates that at least 6 years of immersion - preferably 8 years in the target language (in this case te reo Māori) is required if the cognitive benefits associated with bilingualism and biliteracy are to be realised. (May et al. 2004).³⁷

Many of the māori-medium programmes in english-medium settings are not teaching sufficiently through Te Reo Māori for students to accrue the benefits from being bilingual. Furthermore, late immersion as a viable option and the use of pedagogies such as translanguaging, have not been sufficiently explored in the New Zealand context even though the relative benefits of these type of approaches are well documented in international research. (Personal communication with Stephen May, September 30, 2015).

We believe that by 'frontloading' the linguistic component we can accelerate the language proficiency of students. This will be achieved by employing bilingual teachers who are highly proficient in Te Reo Māori, applying successful accelerant teaching methods such as Te Ataarangi and translanguaging, drawing on the expertise of the Kia Ata Mai Educational Trust team and engaging with other experts of literacy and language acquisition.

A project inquiry based approach focussed on (but not limited to) water (wai), food/sustenance, (kai) and land (whenua), will provide students with opportunities to explore and apply learning in ways that will satisfy goals for cultural, social and economic development and sustainability.

Projects types include:

- Structured and semi-structured projects assigned to the individual
- Structured and semi-structured projects assigned to a collective of students
- Projects selected by the individual students
- Projects selected by a collective of students

³⁷ May, S., Hill, R., & Tiakiwai, S. (2004). *Bilingual/Immersion Education: Indicators of Good Practice: Final Report to the Ministry of Education*. Hamilton:University of Waikato.

Along with knowing and expressing self, our learning programme will support students to develop the necessary skills in IT/technology to enhance their learning experiences by operating off a Google platform and using one-to-one devices.

Producing better outcomes for priority learner groups

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

We are offering a student-centric, bilingual learning programme delivered within a kaupapa Māori context that targets Māori students. This aligns with the Ministry of Education's vision that strives to ensure that Māori students 'enjoy and achieve education success as Māori'.³⁸

Our analysis of the educational pipeline in Hamilton City demonstrates that high academic success is more assured for Māori students in the Māori medium pipeline. NCEA 2 results for Ngā Taiātea Wharekura, the sole Māori medium secondary schooling provision in Hamilton City, recorded an 86.8% pass rate in 2012, an 87% pass rate in 2013 and an 84.5% pass rate in 2014.

By comparison, the average NCEA 2 pass rates for the 3 english-medium secondary schools in Hamilton City with the highest Māori student populations were 43.8% in 2012, 44.0% in 2013 and 52.3% in 2014.

Ngā Taiātea Wharekura, rated as a decile 2 school, boasted a 100% Māori roll in 2014. The average percentage of Māori students for 2014 was 45.3% in the 3 english-medium secondary schools with higher decile ratings of 3 and 4.

The results are spectacularly different in favour of Māori medium despite the fact that the proportion of Māori students in this school is higher and the decile (economic) rating is lower.

This argues for the provision of a kaupapa Māori, bilingual approach in the english-medium pipeline.

Development of our own curriculum

6. If you plan to develop your own curriculum, explain how and in what timeframe this will be achieved.

We have fully developed an alternative curriculum approach based on Te Nīkau™ that aligns to NZC and Te Marautanga o Aotearoa. (Refer to Question 3, p. 16). We will draw on the skills, strategies, ideas, features, structures etc. articulated in NZC and Te Marautanga o Aotearoa in ways that best reflect the developing competencies of each student.

Qualifications being offered

7. Provide a full list of the qualifications that your school will offer (if applicable).

The main school-based qualification, NCEA levels 1, 2 and 3, will be offered from 2019 onwards when the first cohort of students become Year 11. In the event that students achieve at an accelerated pace, we will support students undertaking NCEA sooner or at a higher level as their learning achievements progress.

Other qualifications anticipated may include industry-based training equivalents such as Squiggle Young Engineers, MEA Mobile iOS Developer Course, Dev Academy Bootcamp and online iOS Certifications such as those offered by Apple and Udacity.

Industry certifications will also be explored such as:

- Cisco Certifications (CCENT, CCNA, CCNP, CCIE)
- Microsoft Certifications
- IBM Certifications
- Mathematics (Level 1)

³⁸ Ministry of Education (2013). *Ka Hikitia: Accelerating Success 2013 - 2017: The Māori Education Strategy*. p.13. Wellington: Author.

- Mathematics (Level 2)
- Mechanical Engineering Technology (Level 1)
- Computing (Level 2)
- Tourism (Introductory Skills)
- Computing (Level 3)
- Drama (Level 2)
- Building, Construction, and Allied Trades Skills (Level 1)
- Electronics Technology (Level 2)
- Building, Construction, and Allied Trade Skills (Level 2)

Targeting Māori Students

8. If you plan to target Māori students, outline your plans for:

- a. Achieving success as Māori and;
- b. Supporting Māori language in education: delivering strong, co-ordinated effort and investment

Our target group is Māori and our whole approach is geared towards our Māori students enjoying success as Māori, and more specifically enjoying success as iwi and hāpu members. We intend delivering the curriculum bilingually (i.e. Māori - English). The Māori language component aligns both with the strategic aims of Tau Mai te Reo: Māori language in Education Strategy 2013 -2017 and those of Whakatupuranga Waikato Tainui 2050.

Targeting Pasifika Students

9. If you plan to target Pasifika students, outline your:

- a. Plans for achieving Pasifika success using students identities, languages and cultures as foundations to build upon
- b. How the school will build its own Pasifika capability and;
- c. How partnerships (as identified in question 14(c) with Pasifika parents, families and communities are used to achieve Pasifika success.

Our students are likely to be able to claim dual and multiple heritage. The cultural identity and identities of all students will be acknowledged and celebrated. We welcome enrolments from Pasifika students.

Provision of an inclusive environment

10. Outline how you will ensure an inclusive environment for students with special education needs, including:

- a. how the school will demonstrate inclusive practices;
- b. how the school will build its capability to address the needs of students with special education needs; and
- c. how partnerships with parents with students with special education needs are used to achieve education success.

The strengths-based inclusive approach of our school philosophy means that all students are welcome, no matter what their learning challenges may be. With all students enjoying a high level of individualisation and personalisation from their Learning Pathway (Ara Ako) - the inclusion of a targeted education plan for students with higher support requirements will require minimal adjustment to our daily routines and practices.

We will work with the student and whānau as key collaborators in the first instance to ensure we maximise their learning experience, consult with people in the community and relevant agencies and ensure that our buildings meet New Zealand building accessibility standards and regulations.

Teaching and support staff in the school will receive professional development to ensure an appropriate level of inclusive support and safe practices. We will access external professional support services and, in special cases, funding to acquire for example, assistive technology, to enable all students in our kura to achieve their potential.

The student in our school will have access to extra support from external agencies as required. This includes students with identified learning disabilities as well as those considered to be higher functioning (i.e. gifted learners).

Individualised learning programmes for students with special intellectual requirements can also be accessed through organisations such as South Pacific Educational Services (SPEC), an NZQA approved course owner, that provides learning modules and courses for learners with diverse learning attributes.

"The SPEC courses are written to provide a framework encouraging a self-directed approach to learning with a focus on developing the key competencies. The programme also provides differentiation allowing for inclusive education for all."³⁹

Resourcing a secondary school

11. If you are propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

We expect to be catering for Years 9 to 10 by 2018, Years 9 to 11 by 2019, Years 9 to 12 by 2020 and Years 9 to 13 by 2021. We will begin the process for accreditation and to gain consent to assess in 2016. This provision will be resourced via the operational funding and if further funding is required, we envisage contributions from Kia Ata Mai Educational Trust (the Sponsor) and existing and future partners with a philanthropic agenda to be forthcoming.

Provision for 0 - 8 year olds

12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and contract)

Te Kōpuku High not be catering for 0 to 8 year olds.

Assessment approaches and tools

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including (note: you will be required to use an assessment tool such as e-asTTie):

- a. how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
- b. how assessment and/or aromatawai will be used to tailor instruction.

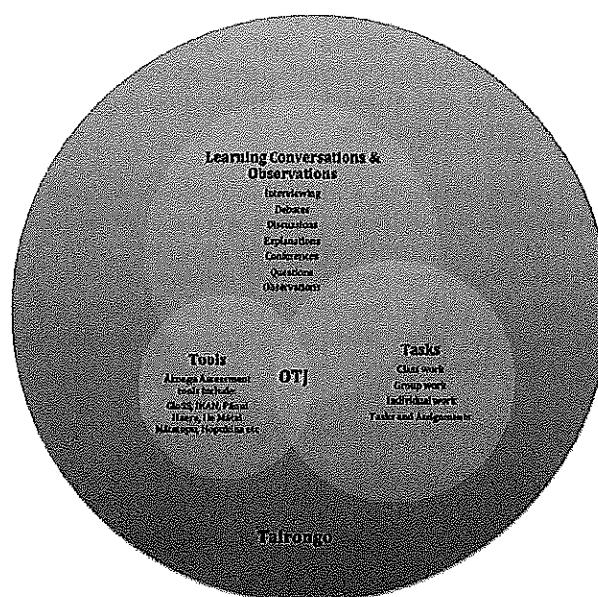
Kia Ata Mai Educational Trust in association with the University of Waikato delivered a series of national workshops in 2014 and 2015 for teachers and educators working in the māori - medium sector under a Ministry of Education contract.

The content of those workshops (which we developed), included definitions and distinctions between assessment for learning (i.e. assessment for formative purposes) and assessment of learning (i.e. assessment for summative purposes). In 2015, we supported 338 educators to make overall teacher judgments (OTJs) for reporting student achievement against Te Marautanga o Aotearoa using Ngā Whanaketanga Rumaki Māori.

Assessment tools will be used as part of a more comprehensive approach to measuring, tracking and reporting student achievement in our school that will include reporting against National Standards and/or Ngā Whanaketanga Rumaki Māori (as appropriate). This is consistent with current recommended assessment practices for reo matatini/literacy as illustrated in Figure 8, where multiple sources of information including learning conversations, tasks, tools and intuitive knowing (tairongo) inform the learning needs of students and their achievement levels.

³⁹ SPEC (n.d). *South Pacific Educational Courses*. Retrieved September 30 2015 from <http://www.spec.org.nz/>

Figure 8: Sources of evidence for making Overall Teacher Judgements (OTJs) and their relative weighting⁴⁸



Literacy/reo matatini assessment tools that will be used for formative purposes are presented in Table 9.

Table 9: Formative Literacy/Reo Matatini Assessment Tools

English-medium	Māori-medium
Running records for reading	Pānui Haere for reading
Probe for reading	Tuhituhi exemplars for writing
Schonell Spelling	Aromatawai Reo ā Waha for speaking
e-AsTTle generic marking rubric for writing	Hopukina for speaking

Mathematics/pāngarau assessment tools that will be used for formative purposes are presented in Table 10:

Table 10: Formative Mathematics/Pāngarau Assessment Tool

English-medium	Māori-medium
Numeracy Diagnostic Interview	Te Uiui Aromatawai
JAM (Junior Assessment of Mathematics)	He Uiui Aromatawai Tōmuri i te Pāngarau
GloSS (Global Strategy Stage) assessment	Āpitianga Uiui Rautaki
IKAN (Individual Knowledge Assessment of Number)	Āpitianga Uiui Mātauranga
e-AsTTle for Mathematics Strands	Ngā Tauira Mahere o Ngā Whenu Pāngarau

National Standards and Ngā Whanaketanga Rumaki Māori (which serve summative purposes) capture a narrow but important range of developing competencies in Reading/Pānui, Writing/Tuhituhi, Kōrero (for Māori medium settings only) and Mathematics/Pāngarau by matching student demonstrations of competency to research based progressions of literacy and numeracy. These progressions will be used to align our curriculum with the standards for reporting.

We will also develop a range of rubrics to gather and report broader achievement information about students. A small selection of these rubrics will be mandatory but students will also be able to select from an online stock (or develop their own) to create personalised 'portfolios' of success that reflect their learning goals. The rubrics can be used to illustrate what achievement and success looks like, as well as gauge progress. We subscribe to the notion of illuminating Māori success rather than creating practices and a discourse that defines Māori students by what they can't do.

A simplified example of what these might look like follows:

Table 11: Sample of Assessment Rubrics

	Te Rea	Te Aka	Te Weu	Te More	Te Pū
Te reo Māori	I can communicate my thoughts and ideas fluently in Māori	I can have a conversation in Māori	I can understand and say simple Māori sentences	I can understand and say some Māori words	I cannot understand or speak Māori at all
Identity (marae)	I am actively involved and understand my role at my marae	I often participate in activities at my marae	I sometimes participate in activities at my marae	I know my marae but do not participate in marae activities at all	I do not know my marae
Identity (iwi/hapū)	I know my iwi/hapū, and I am known to them.	I know my iwi/hapū and can impart information that is specific to my iwi/hapū	I can confidently recite my pāpehā and know some stories related to these identity markers	I can name my iwi/hapū, but do not know much about them	I do not know my iwi/hapū
Encoding strategies	I can confidently teach someone else to successfully use a range of strategies to create, write, and present where we both gain satisfaction from our efforts	I can select from a wide range of strategies to create, write, and present and am highly satisfied with what I produce	I can select from a wide range of strategies to create, write, and present and am relatively satisfied with what I produce	I have a few strategies that work to help me create, write, and present and am relatively satisfied with what I produce	I do not have enough strategies and confidence to create, write, and present anything that gives me satisfaction
Decoding strategies	I can confidently teach someone else to successfully use a broad range of strategies to understand what they are viewing/reading	I can select from a wide range of strategies to understand what I am viewing/reading	I have a few strategies that work most of the time to help me understand what I am viewing/reading	I have a few strategies that work some of the time to help me understand what I am viewing/reading	I do not have enough strategies to help me understand what I am viewing/reading









14. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualification using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.

A priority for Te Kōpuku High is to understand each student and identify what motivates and excites them. We will develop a rich strengths-based profile about each student, with the student and their whānau using a series of processes, interview tools and resources we have

developed for this purpose. This includes 'assigning' the Atua who best represent the primary multiple intelligences of the student, openly acknowledging the place of Māori cosmology in our curriculum and giving substance to the expression :

He uri koe nō te hunga atua - You are a descendant of your ancestors anchored in Māori cosmology

Figure 9: Match of multiple intelligences to Atua (Māori Gods/Deities)

Tawhaki  Verbal - Linguistic Mahi-a-Rehia	Hineraukatauri  Musical Tane Mahuta	Tawhirimatea  Mathematical - Logical Haumietiketike	Tane Rore  Kinesthetic Rongomatane
 Visual	 Naturalist	 Intrapersonal	 Interpersonal

This will form the basis for designing learning experiences that leverage the student's interests, passions, dispositions and aspirations supported by deliberate acts of teaching.

We will identify and/or confirm the achievement levels of enrolling students in relation to National Standards or Ngā Whanaketanga Rumaki Māori and ensure their Learning Plan (Ara Ako) responds to any achievement challenges. This includes identifying if they are candidates for Mauri Oho, a bilingual online learning system our organisation developed to support students who were not meeting the achievement expectations of Ngā Whanaketanga Rumaki Māori under a Ministry of Education contract.

In Mauri Oho, the teacher co-constructs with the student learning tasks in the strand where a learning challenge is presenting itself which the student completes using digital devices and apps recommended by the system. One of the functions in Mauri Oho enables feedback and self and teacher assessments of completed work.

Feedback about Mauri Oho from students, whānau and teachers has been favourable.

When I got my I-papa (Ipad), I was happy as I started getting on with my work and thinking more and started focusing and now I'm here (smiles), in a space that I wanted to be in. My goal is to make my family happy and I want to go to University... (Student, July 2015)

I think our tamariki are using a lot more thinking skills, problem solving skills and working together to learn better. My daughter enjoys doing Mauri Oho at home and we enjoy the mahi she is doing... (Whānau member, July 2015)

Our tamariki are becoming more responsible for their own learning. Tamariki relish the opportunity to be more involved in the decision making, in regards to their Mauri Oho mahi, and Mauri Oho environment. Our tamariki enjoy the process of choosing a task in Mauri Oho, they feel more empowered and encouraged to give it a go, especially when they see how many whetū they have achieved for each mahi... (Teacher, October 2015)

Mauri Tau works in concert with Mauri Oho. This is a scientifically engineered bio-feedback technology that provides feedback to students about their readiness to learn. The software programme then directs the student to calibrated breathing exercises to achieve a more balanced physiological state.

Feedback about Mauri Tau from students, whānau and teachers has been favourable:

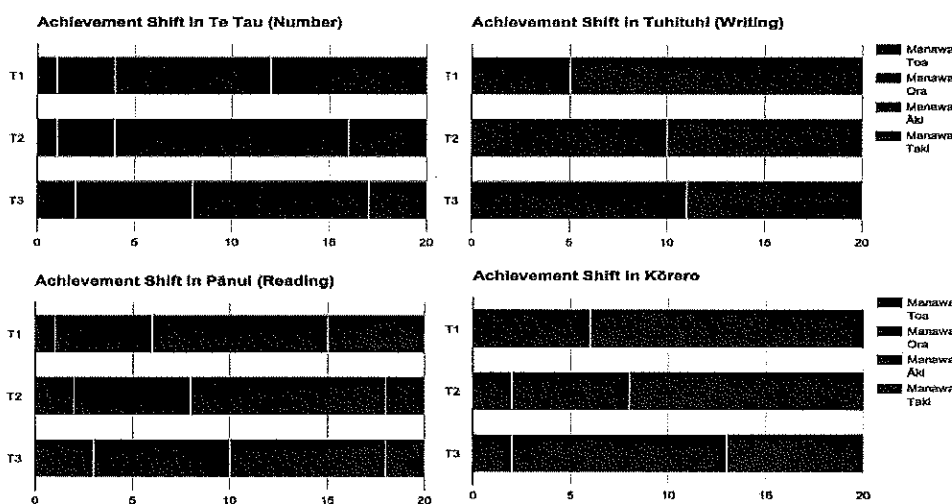
I like Mauri Tau because it's good for your mind and I focus and concentrate on everything that I learn about. And it's fun, and it's a breathing test that we do all the time... (Student, July 2015)

I've noticed my boy is a lot calmer these days. He uses the breathing techniques. I've seen him do it... (Whānau, July 2015)

You can actually see it in their wairua, on their tinana, that they are a lot more calmer than they used to be. WHY? Because they realise they can be more in charge of themselves... (Teacher, July 2015)

A selection of 2015 achievement data over three terms (i.e. T1, T2 and T3) for 20 Mauri Oho students from three schools also show promising trends as follows:

Figure 10: Changes in Ngā Whanaketanga Rūmaki Māori achievement levels for students in Mauri Oho supplementary programme in 2015



For **Tau (Number)**, the number of students at Manawa Taki (below national expectations) decreased each term and the number of students at Manawa Ora (achieving national expectations) and Manawa Toa (exceeding national expectations) increased by term 3.

For **Tuhituhi (Writing)**, the number of students at Manawa Āki (working towards national expectations) decreased each term and the number of students at Manawa Ora (achieving national expectations) increased each term.

For **Pānui (Reading)**, the number of students at Manawa Taki (below national expectations) decreased between terms 1 and 2 and the number of students at Manawa Ora (achieving national expectations) and Manawa Toa (exceeding national expectations) increased each term.

For **Kōrero (Speaking)**, the number of students at Manawa Āki (working towards national expectations) decreased each term and the number of students at Manawa Ora (achieving national expectations) increased each term.

Our research also shows a success rate of 82% can be expected for students who are directed to engage with Mauri Tau by the system from their physiological readings.

Curriculum is not compulsory after Year 10, therefore, well designed teaching and learning programmes tailored to the individual student become even more important so that choices are well supported for desired career pathways. The new approach to organising curriculum based on language codes rather than subjects using a project-based approach will allow for cross - disciplinary learning from a strong language and literacy foundation within authentic contexts. Appropriate assessment standards (achievement and/or unit) will then be mapped

to the curriculum and the individual student programme supporting an integrated approach to achievement of appropriate qualifications. While the main school based qualification is the NCEA (Levels 1 – 3), vocational pathways (6 industries) and other nationally and internationally recognised qualifications will be mapped as appropriate for each student.

Integrated assessment is currently being developed by the Ministry of Education as the Standards Setting Body (SSB) for the NCEA through the Youth Guarantee/Vocational Pathway work and achievement standards that have been derived from Te Marautanga o Aotearoa. There is also an increasing volume of dual curricular standards (derived from TMOA and the NZC) that are broad in outcome and sufficiently generic to allow a wide and diverse range of integrated (as well as subject specific) assessment opportunities. For those students who wish to pursue an academic pathway, mapping of appropriate assessment to meet University Entrance requirements based on the individual learning programme will be planned.

Māori-medium secondary schools commonly integrate assessment across the Marau-ā-Kura (school based curriculum) and have far better results in achievement than Māori in english-medium schools that are commonly assessed through individual subjects. In 2014, achievement for all Level 1 and 2 māori-medium schools in NCEA Level 2 for school leavers was 85.6% while achievement for māori in english-medium schools in NCEA level 2 for school leavers was 67.7%.

This trend is reflected in the data for Hamilton:

Table 12: Ngā Taiatea Wharekura (Māori-medium) compared with English-medium schools in Hamilton

Ngā Taiatea Wharekura		
2012	2013	2014
86.8%	87%	84.5%
Average of three English-medium Secondary Schools NCEA Level 2		
2012	2013	2014
43.8%	44.0%	52.3%

The approach behind curriculum and assessment in Te Kōpuku High will significantly lift achievement because it seeks to maximise the best research, evidence and innovative practices underpinning high achievement for indigenous learners within a student-centric approach embodied in Te Nīkau™.

Promoting high levels of attendance

15. Explain how your school will (response should include ways in which these will be delivered and how these will be monitored for effectiveness):

a. work with students, parents, families/whānau and community to promote high attendance levels

Attendance will be closely monitored at Te Kōpuku High. Whānau or their 'champion' (aumangea) will be contacted on the day of absence where that absence is unexplained. We propose a three-way agreement between the student, their whānau and the school that will be signed as part of the enrolment process. This will form the basis for discussion (hui) with the student, whānau, the whānau champion (aumangea) and the school when attendance is becoming an issue.

In Table 13 below, a matrix of commitments that we would expect to include in the agreement have been identified.

Table 13: Tripartite agreement between students, whānau and the school to promote high attendance levels

I, the student commit to...	We, the school commits to...	We, the whānau commits to...
Coming to school when school is open	Providing stimulating and engaging programmes	Valuing and supporting my (amaiti's) attendance

<p>Letting the school know that I will be absent and explaining why</p> <p>Ensuring I take advantage of any opportunity to catch up on the learning I may have missed</p>	<p>Providing a range of channels to communicate absence</p> <p>Acknowledging receipt of the student's notice of absence</p> <p>Ensuring the student can access any learning they may have missed by providing extra tutorials at school and/or online</p>	<p>Providing evidence (such as a medical certificate) to support reasons for absence where appropriate</p>
<p>Showing accountability and talking to someone about 'why' I have been absent where absence is impacting on my engagement and achievement</p> <p>Identifying a 'champion' (aumangea) - someone from my whānau or community who I look up to and who is a positive role model for me</p>	<p>Providing a 'safe space' and mechanisms to talk to someone (e.g. student champion (aumangea), a teacher, mentor, neutral person-etc) where reasons for absence are school related</p> <p>Working with the student's whānau and champion (aumangea) to address issues relating to absence</p> <p>Engaging the appropriate services/agencies where chronic absence is a result of external factors</p>	<p>Valuing and acknowledging reasons around my tamaiti's 'why' (reason for absence)</p> <p>Working with the school or an independent advocate to re-engage my tamaiti with their learning</p> <p>Working with the school, alongside our 'champion' (aumangea) to address issues relating to absence</p> <p>Engaging with external support agencies when all other avenues have been exhausted</p>

In addition, it will be important that school representatives build strong relationships with truancy agencies (e.g. SASH), youth organisations (e.g. Te Ahurei a Rangatahi Trust (funded by community funders), Whai Marama Youth Services, Rongo Ātea (Youth Drugs and Alcohol service), Te Whakaruruhau, Salvation Army, Mana Whenua; (Ngāti Wairere and Ngāti Mahanga), Māori Wardens, Police (Maori Liaison Officer), and Children's Teams Hamilton to advocate open communication channels for dialogue on a frequent basis in order to support students and the broader context(s) in which they live. Activities and measures of effectiveness are presented in Table 14.

Table 14: Activities and measures of effectiveness to achieve high levels of attendance

Activity	Measures of Effectiveness
Student commitment	100% attendance rate (except where absences are justified and accounted for)
Tripartite Agreement between the student, whānau and kura	All partners are adhering to their respective commitments in the agreement
Relationships with community groups and support agencies	<p>Register of community groups and support agencies created and contact person identified for each group or agency</p> <p>80% attendance at regular meetings</p>

Whānau-School partnerships

b. develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

Whānau are an invaluable source of knowledge about their tamaiti. We will draw on this knowledge to develop rich profiles about the student as the basis for personalising learning. We will also ask each whānau to name a 'champion' (aumangea) who might carry out a variety of functions with and on behalf of the student including advocacy and mentorship.

There is a range of activities that we will undertake to encourage whānau-school partnerships. Table 15 provides an indicative sample of these opportunities:

Table 15: Activities and measures of effectiveness for strengthening whānau involvement

Activity	Measures of Effectiveness
Conduct conversations with the whānau to develop a rich, strengths-based profile of their tamariki	Rich strengths-based profiles completed for each student by the end of week 3 of the first term that enable the development of personalised programmes of learning
Identify expertise within the whānau through the recruitment and enrolment process and via ongoing contact, that the school might draw on to enrich the teaching and learning programmes	Whānau are co-delivering aspects of the curriculum and extra-curricula activities in their areas of expertise
Offer a range of opportunities for whānau to participate during the school term in school camps and wānanga, community events (te reo Māori and English speech days, aumangea and kaumātua days, matariki celebrations, innovation showcases etc)	Positive whānau feedback and testimonials (oral and written) Oversubscription or waitlisting of volunteers from whānau and community for school activities
Create in-school and after-school opportunities for the whānau to learn alongside their tamariki (e.g. te reo Māori and tikanga, digital literacy)	High attendance at whānau learning days
The Chief Operating Officer (COO) of the school and those with the portfolio for Partnerships mobilise whānau to engage and provide input into how the school operates, plan activities, improve communication between whānau and kura and invite whānau involvement	Whānau representatives assigned to the partnership portfolio and are actively engaged and actively engaging whānau Whānau are taking lead roles in whānau-led, whānau focussed activities 80% attendance at hui (minimum of 8 per year)

Supporting whānau involvement in the learning process

c. work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

In this section, our response will include support to whānau in relation to Te Reo Māori and digital technology, as two major drivers of our programme.

Te Reo Māori learning

A raft of initiatives are available through Te Ataarangi to 're-establish the Māori language as the principal language of the home, family, neighbourhood and wider community'. We also recognise the merits of Te Ataarangi in accelerating the Māori language of students who enter at beginning proficiency levels.

Table 16: Activities and measures of effectiveness for strengthening whānau involvement in te reo Māori learning

Activity	Measures of Effectiveness
Whānau participate with their tamariki in Te Ataarangi initiatives	80% of target whānau and 100% of target students participate in Te Ataarangi initiatives 100% of target whānau and students report a two to three level shift in te reo Māori on the reo māori rubric (refer to Assessment: Approaches and Tools section)

Digital Learning

At Te Kōpuku High, we will use Google as a platform and STEM focus to be an innovation hub and catalyst not only for students, but for their whānau and the wider community. We anticipate opportunities might extend to upskilling them as digital citizens, increasing and improving their use of existing technologies (such as computer literacy and digital citizenship) as well as providing access to new and emerging technologies (3D printing, coding, robotics

etc.). Table 17 provides an indicative sample of activities that are envisaged to provide information and training to whānau and the community to support and become more involved in the learning process.

Table 17: Activities and measures of effectiveness for strengthening whānau involvement in digital learning

Activity	Measures of Effectiveness
Tripartite Agreement between the student, whānau and school that includes practices and behaviours re digital citizenship	All partners are adhering to their respective commitments in the agreement
Sessions (during daytime or evening) or online vignette series to explain Te Kōpuku educational framework, approach to project-based learning, STEM focus and school themes (land/whenua, water/wai, food/sustenance/kai).	Annual 80% sign-ups to sessions No. of online clicks (to be determined)
Onsite evening or weekend opportunities for whānau to join innovation hub activities and be exposed to and learn new technologies that students are learning during term. This might include CAD/CAM drawings, 3D printing, coding, engineering, computing literacy etc.	80% satisfaction from completed surveys during/post attendance at Te Kōpuku High events and activities.
Creation of an online community for whānau, community and supporters of Te Kōpuku High. Community will publish a calendar of events to promote engagement and invite 'calls to action' to volunteer, become involved, make suggestions for future activities. Community can also link to YouTube channel or similar which will host Te Kōpuku High media.	Targets to be determined and will vary for each online channel but likely to include number of communications sent online, opened, the click through rate, subscription to regular online newsletters etc.

Communicating with whānau about progress and achievement

d. communicate with parents/families/whānau and community concerning the school's progress and achievements

Communicating with stakeholders on the school's progress and achievements can be achieved via multiple channels including online and in hardcopy / print format as well as face to face. At Te Kōpuku High, we note that student success is an indicator of the success of the school. Our approach therefore deliberately focuses on student-based activities in Table 18.

Table 18: Activities and measures of effectiveness for communicating progress and achievement with whānau and the community

Activity	Measures of Effectiveness
Student focused activities Face to face sharing and written reporting with whānau at least twice a year Science fairs, literacy days and passion project symposia open to whānau, the community and public. Submitting students' work into regional, national, global arena to showcase progress and/or achievement, promoting the same on the school website and via other communication channels (e.g. facebook, school blog).	Each whānau and their 'champion' (aumangea) contributes to co-constructed reports about their tamaiti 80 - 100% turnout at 'reporting' events Positive feedback from students, whānau and community Recognition at regional, national or global level of students' work Number of online clicks (to be determined) accessing information showcasing progress and/or achievement
Student-led activities Annual student-led conferences to share student progress and achievements Portfolios of student work maintained by each student	Positive feedback from students, whānau and the community Exemplars of work are assessed against Te Nikau™ and against relevant credits towards NCEA, UE (from 2019) and other nationally and internationally recognised qualifications

Relationships with community agencies and organisations

16. Explain the relationship your school intends to develop with community agencies and organisations that serve students who attend the school. (response should include ways in which these will be delivered and how these will be monitored for effectiveness)

It is important for Te Kōpuku High and school representatives to build strong relationships with a number of community agencies and organisations that will work with the whānau to serve students who attend the school. This will open communication channels for two-way or multi-way dialogue on a frequent basis in order to support students and the broader context(s) in which they live and in an integrated way. This work falls under the oversight of the Chief Operating Officer (COO) of the school through the Partnerships portfolio and the Chief Executive Officer (CEO) through the Staff and Student Welfare portfolio.

We estimate that a quarter of Te Kōpuku High target student population will be experiencing issues serious enough in nature to persistently impact negatively on their achievement and engagement. As a school we will build different relationships with different agencies and organisations including iwi, tertiary, industry, whānau support-type services, health and social services whether mandated by legislation or in a voluntary capacity to ensure students' needs are anticipated and met.

In Hamilton City, such services include (but are not limited to):

- Hamilton Children's Team (which offers a cross-agency plan to protect vulnerable children)
- Truancy Agencies (e.g., Integrated Attendance Service)
- Police (Maori Liaison, Youth Aid, Family Violence)
- Rauawaawa Kaumātua Charitable Trust through their Aroha Ngā Mokopuna Project health promotion service
- Rongo Ātea Youth Alcohol & Drug Service
- Māori Wardens
- Reformed Gang Members & Associates (as potential mentors)
- Whai Marama Youth Connex

The COO and CEO will monitor the effectiveness of any support plans in place.

Relationships with individuals, partners and organisations

17. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school

We have embarked on a deliberate strategy to initiate relationships with key individuals, partners and organisations who are aligned with the vision and mission of Te Kōpuku High. These are presented in Table 19.

Table 19: Indicative Partner contributions to curriculum content and/or infrastructure

Partner	Commitment	Learning enriched by ...
Kia Ata Mai Educational Trust	Founding Trustee of Te Kōpuku High	21+ years in delivering educational initiatives in the Māori medium sector

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

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

REDACTED

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

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Use of external providers

18. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

Te Kōpuku High will apply its deliberate strategy to the use of external providers to deliver the proposed educational programme. The focus will be on incorporating Kaupapa Māori to enhance the growth of students as part of Te Nīkau™ and selecting programme components representative of our Science, Technology, Engineering and Mathematics (STEM) focus. The following Table 20 is indicative of the external providers we are currently engaging with.

Table 20: External providers to support Te Kōpuku School curriculum

External Provider	Learning Component(s)	How it will work in practice ...
Kia Ata Mai Educational Trust	<p>Leverage existing Professional Learning and Development programmes in science/ pūtaiao, literacy/ te reo matatini, te reo o te kaiako/teacher language proficiency and teaching and assessment resources</p> <p>Leverage existing Programmes for Students such as Mauri Oho and Mauri Tau</p>	<p>Resources: Access to existing resources (soft and hardcopy) will be available from Kia Ata Mai Educational Trust website</p> <p>Students: Access to Mauri Oho and Mauri Tau</p> <p>Facilitators: Access to Professional Learning and Development (PLD) workshops as part of Te Kōpuku High PLD approach</p>

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

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

REDACTED

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



(Also refer to the Appendices for letters of support to deliver content)

The potential curriculum partnerships have been mapped to student year levels to provide an overview of the services in Table 21.

Table 21: External Provider Curricula Mapped to Te Kōpuku High Year Levels

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	✓	✓	✓				
	✓	✓	✓				
				✓	✓	✓	✓
				✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓

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

School calendar

19. Explain and provide evidence to support your proposed school calendar setting out:
a. the daily hours of operation

We facilitated a design-thinking workshop with a student focus group representing the target school years 7 - 13 over a two-day period in the preparation of this proposal. The recommendation of these students was daily hours from 10.00am to 4.00pm.

This aligns with research recently reported in the New Zealand Herald⁴¹ where it was found that teens were more likely to be alert and in a better mood if they started later and reported optimum school start times up to 11am depending on the age of the student.

b. indicative student timetables and

c. how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

The indicative school timetable is indicated in Table 22 below.

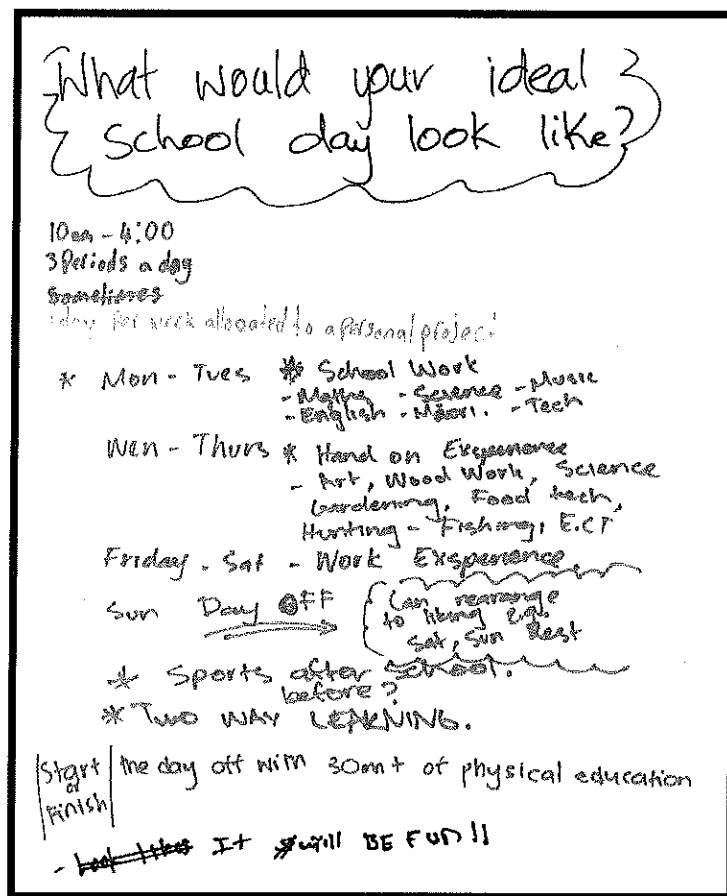
Table 22: Te Kōpuku High Indicative Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Karakia – Kura o te Awatea					
Wā ngākau 8.30 am 10.00 am	Tai Chi Crossfit Independent Study and Revision Breakfast	Yoga Dance Independent Study and Revision Breakfast	Sports Specific Tai Chi, Martial Arts Independent Study and Revision Breakfast	Mau Rakau Meditation Independent Study and Revision Breakfast	Swimming Running Breakfast
Wā tuatahi 10.00 am 11.40 am	Tutorials	Block 1	Block 1	Block 1	Independent study and revision
Wā Tina 11.40 am - 12.30 pm (50min) Mauri Tau					
Wā tuarua 12.30 pm 2.00 pm	Block 2	Block 2	Block 2	Block 2	Tutorials/or school hui
Wā Kai 2.00 pm - 2.30pm (30min) Mauri Tau					
Wā tuatoru 2.30 pm 4.00 pm	Block 3	Block 3	Block 3	Block 3	'Giving back/feeding forward' activities
Kura o te Ahipō 4.00pm - 6.00 pm (90mins) Onsite after school activities including Te Ataarangī					

The weekly timetable was informed by recommendations by the student focus group (see Figure 11).

⁴¹ New Zealand Herald. September 19, 2015 http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11515442

Figure 11: Design-thinking session "What would your ideal school day look like?"



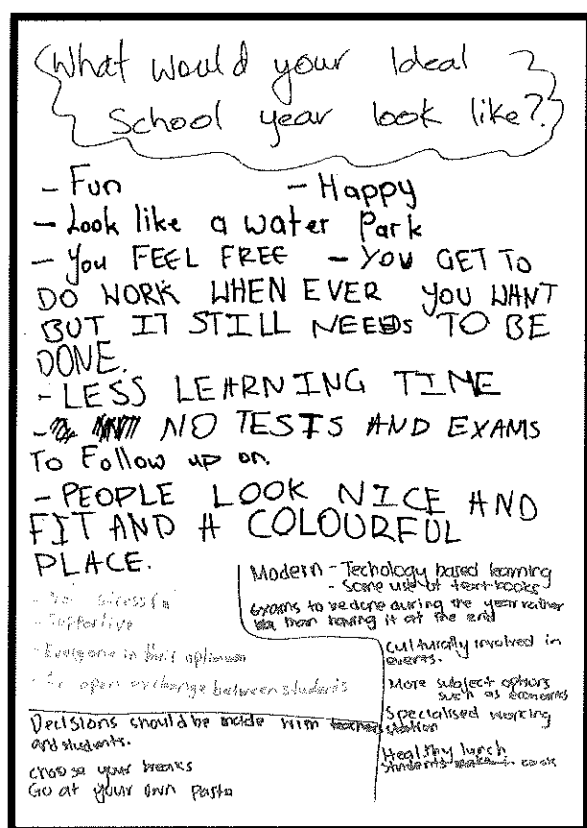
For students, the flexible school day will begin with karakia at 8.30am after which they will have the option of engaging in physical activities (e.g. yoga, mau rākau, tai chi etc) aimed at activating a balance between the Sympathetic and Parasympathetic nervous system to bring about the the Optimal Learning Zone - Mauri Tau- and/or take advantage of the breakfast club. Breathing activities for Mauri Tau will also take place directly after an interval.

The 8.30am to 10am period is also a time when students can undertake **independent study and revision**, engage with other students to work on projects in an informal way, mentor peers, or participate in 'catch up' tutorials. The placement of tutorials on Mondays and Fridays mean that on these days, these activities can extend into tutorial time.

Tutorial periods at the beginning and end of any given week create opportunities for morning briefings, relationship building, pastoral care, problem solving, mentoring, setting learning goals, discussing career pathways providing advice and advocacy etc. Each student cohort will have a teacher or staff mentor who will continue in that role throughout the student's journey at Te Kōpuku High.

The proposed annual school year at Te Kōpuku High was also based on a recommendation from the student design thinking session, as shown in Figure 12.

Figure 12: Design-thinking Session "What would your ideal school year look like?"



On Friday afternoons, a block is dedicated to 'giving back/feeding forward' activities. Here students and staff have the opportunity to carry out philanthropic work within the school or in the community. Each student will be required to provide evidence that they have in fact 'given something back' or 'fed something forward'. In the future, this is also likely to be the day that senior students undertake internships and apprenticeships.

Fridays can also be used to provide a whole day workshop on an area of student interest to supplement what is available during the week or as an additional opportunity

Teachers and support staff are expected to be at school by 8am and will be encouraged to spend the two hours before formal instruction begins at 10am, to plan and prepare lessons, mark work, **assess** students, provide catch-up tutorials, participate in **professional learning** etc. This will be organised on a rotation basis to free teachers to share breakfast with students and supervise their activities.

The 75 to 100 minute blocks allow for literacy/te reo matatini and STEM-specific **instruction** while the projects-based approach provides rich opportunities for contextualising the learning.

The learning environment will not be confined to 'classroom spaces' particularly as land/whenua, sustenance/kai and water/wai are central themes. Our future location and our school design ideas will maximise opportunities for learning to occur in the wider environment including marae, workplaces, parks and reserves, the Waikato River, Wintec and University spaces, local gyms, pools, research and development facilities, commercial corridors etc.

The proposed annual school year at Te Kōpuku High was also based on a recommendation from the student design thinking session. A four-term calendar year is proposed and described in Table 23.

Table 23: Te Kōpuku Indicative School Calendar for 2017

Term	Duration	Specific School Events
Term 1 Teachers start Monday 30 January Students start Tuesday 7 February Ends: Thursday, 13 April (96-106 half days)	10 Weeks	Week 1 Orientation (Key values, STEM) Week 1 Complete student profiles Week 2 Wānanga Week 3+ Progression alignment to determine achievement levels and add to student profiles Weeks 3-8 Structured individual projects Week 6 Regatta Week 9 Student progress report Week 10 Celebration of Learning/Squiggle Sci, OMGTech! Workshops
Term 1 Break	2 Weeks	Squiggle Holiday Program
Term 2 Starts Monday, 1 May Ends Friday, 7 July (98 half days)	10 Weeks	Weeks 1-7 Semi-structured individual projects Weeks 5 – 7 Matariki Weeks 7-8 Student progress and achievement reports co-constructed with students and whānau Week 9 Celebration of Learning/Squiggle Sci, OMGTech! Workshops Week 10 Wānanga
Term 2 Break	2 Weeks	Squiggle Holiday Program
Term 3 Start Monday, 24 July Ends Friday, 29 September (100 half days)	10 Weeks	Weeks 1-8 Semi-structured individual projects or independent individual projects Week 5 Koroneihana Week 9 Celebration of Learning/Squiggle Sci, OMGTech! Workshops Week 10 Wānanga
Term 3 Break	2 Weeks	Squiggle Holiday Program
Term 4 Starts Monday, 16 October Ends no later than Friday, 20 December (94 half days) <i>Secondary Wednesday, 14 December (68 half days)</i>	10 Weeks	Weeks 1-7 Structured or semi-structured collective projects Weeks 7-8 Student progress and achievement reports co-constructed with students and whānau Week 9 Celebration of Learning Week 10 End of year activities (student designed)
Other	Due consideration will be given to the school's presence at significant events such as Manu Kōrero (local and national) and Te Matatini local and national) and other significant Māori and iwi/hapū events such as poukai	
Summer Holidays		

Wānanga Week for teachers and staff (week preceding the start of the school term)

Teachers and staff will wānanga in the week leading up to the start of the school term for in-depth reflection and evaluation (of the previous year), planning, preparation and problem solving for the coming year. Schoolwide professional learning will also occur during this time.

Whakawhānaungatanga (Weeks 1 and 2, Term 1)

Students and staff will spend 2 weeks planning and exploring a number of kaupapa-based projects around the key values of Te Kōpuku High including whenua/land, kai/sustenance, and wai/water enabled through STEM. Week 1 will lead with an orientation of Te Kōpuku High, our key values of the school and STEM focus. In week 2, the whole school will wānanga and spend time at local marae sharing whakapapa and developing identity and a sense of belonging through whakawhānaungatanga. This includes visits to local partners (See Table 12).

Celebration of Learning Week (week 10, term 1, week 9 terms 2 and 3)

Celebration of Learning Week provides opportunities to showcase student and staff work and includes a project symposium. Opportunities to participate in co-curricular activities that further support the STEM projects, for example Squiggles Science, Young Engineers,

OMG!Tech! and extra-curricula activities (sporting and the arts) to will also occur during this week. This will also be the time when the achievements of graduates of Te Kōpuku High will be acknowledged and celebrated.

Wānanga week for students and whānau (week 10 terms 2 and 3)

Wānanga will include an in-depth study of a key theme inspired by Te Nikau™ (e.g. resourcefulness, collaboration, cosmology and also provide further opportunities for Te Reo Māori (e.g. Te Ataarangi), tikanga and cultural learning.

Formal reporting of student progress and achievement

A progress report co-constructed with the student will be sent home in week 9 of term 1. Two other significant reporting events will take place in weeks 7 - 8 of terms 2 and 4. The 'reports' will be co-constructed with student and whānau all of whom will contribute information to build a strength-based profile embracing the breadth and depth of achievements and successes at school, at home and in the community.

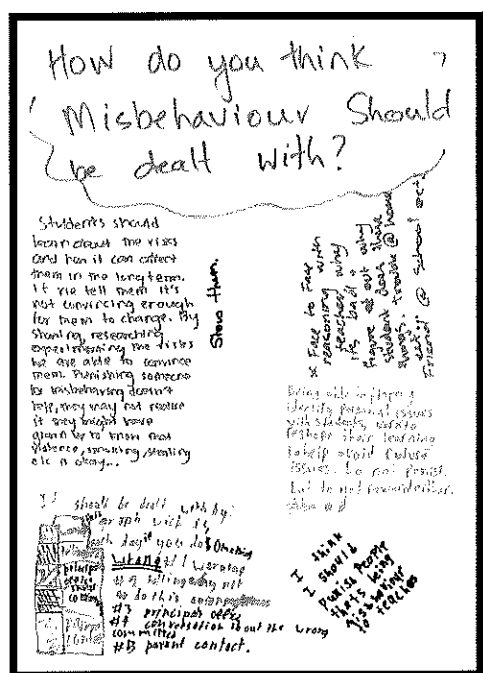
Student Behavior, Discipline and Participation

20. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

This section includes input from our student focus group (refer to Figure 13). The school's philosophy regarding student behaviour, discipline and participation is based on the following beliefs and practices:

- Students need to be encouraged and supported to regulate, manage and take responsibility for their own behaviour in the first instance
- Adults need to take the time to clearly understand and take stock of the 'why' behind the student's misbehavior
- Anyone disciplining unacceptable behaviour needs to avoid idle threats and be firm, but do so in the spirit of aroha
- Exchanges and dialogue between school and whānau need to be respectful
- Appropriate restorative type interventions should be co-constructed with the student, the 'champion' (aumangea), the whānau

Figure 13: Record of Student Design-thinking Session



With this in mind, we will include a three-way agreement between the student, their whānau and the school to be signed as part of the enrolment process. (See Table 24)

Table 24: Tripartite agreement re student behavior, discipline and participation in school activities

I the student commit to:	We the school commits to:	We the whānau commit to:
Participation: <ul style="list-style-type: none"> Giving things an honest go Sharing with the school ways in which we can improve the school's practices 	Participation: <ul style="list-style-type: none"> Encouraging each student to participate Supporting the students to learn from their experience and make positive change Giving constructive positive feedback 	Participation: <ul style="list-style-type: none"> Encouraging my tamaiti to participate Giving constructive positive feedback
Attendance: <ul style="list-style-type: none"> Coming to school when school is open Letting the school know that I will be absent and explaining why Ensuring I take advantage of any opportunity to catch up on the learning I may have missed Being accountable and talking to someone about 'why' I have been absent where my absence is impacting on my engagement and achievement Identifying my 'champion' (aumangea), i.e. someone from my whānau or community who I look up to and who is a positive role model for me 	Attendance: <ul style="list-style-type: none"> Providing stimulating and engaging programmes for students Providing a range of channels to communicate absence Acknowledging receipt of the student's notice of absence Ensuring the student can access any learning they may have missed and provide extra tutorials Providing a 'safe space' and opportunities for the student to talk with someone (a teacher, mentor, neutral person) where reasons for absence are school related Working with the student's champion (aumangea) to address issues relating to absence Engaging the appropriate services/agencies where chronic absence is a result of external factors 	Attendance: <ul style="list-style-type: none"> Valuing and supporting my tamaiti's attendance Providing evidence (such as a medical certificate) to support reasons for absence where appropriate Valuing and acknowledging reasons around their 'why' Working with the school or an independent advocate to re-engage my tamaiti in learning Working with the school, alongside their champion (aumangea) to address issue relating to absence Engaging with external support agencies when all other avenues have been exhausted
Behaviour: <ul style="list-style-type: none"> Regulating and taking responsibility for my actions (what I do, what I say) Seeking help if I find I am about to lose control Interacting or working with others in spirit of aroha, rangimarie and tautoko Actively working to resolve any issues in a timely fashion Identifying my 'champion' (aumangea), i.e. someone from my whānau or community who I look up to and who is a positive role model for me 	Behaviour: <ul style="list-style-type: none"> Ensuring the school is a safe place Providing students with ample opportunity to be heard, explain themselves, answer 'why' their behaviour is an issue Taking the necessary steps to provide students with strategies to self regulate their behaviour Providing access for students to good role models Working with the student's champion (aumangea) to address issues relating to behaviour Engaging the appropriate services/agencies where chronic absence is a result of external factors 	Behaviour: <ul style="list-style-type: none"> Being part of the solution Helping my tamaiti to self regulate Exposing my tamaiti to good role models Working with the school or an independent advocate to re-engage the ākonga with my tamaiti's learning Working with the school, alongside our champion (aumangea) to address issues relating to absence
Discipline: <ul style="list-style-type: none"> Understanding the consequences of my actions Actively working to resolve 	Discipline: <ul style="list-style-type: none"> Identifying appropriate discipline to match the severity of the misbehaviour 	Discipline: <ul style="list-style-type: none"> Helping my tamaiti to understand the consequences of their

<p>any issues in a timely fashion</p> <ul style="list-style-type: none"> Making the most of opportunities to act as a positive role model for others 	<ul style="list-style-type: none"> Acting promptly and with fairness Providing access to good role models for students Working with the student's champion (aumangea) to address issues relating to discipline 	<p>actions</p> <ul style="list-style-type: none"> Working with the school to address and resolve issues and behaviour of a serious nature requiring major disciplinary action
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Enabling students to 'catch up'

21. Explain how you will enable students to 'catch up' academically if they are well behind expected standards for their age group when they enrol.

Any interactions with students, particularly for those students with learning challenges are premised on the principle of quality (where more specialised, student centric approaches are required) rather than quantity (where the assumption is that more of the same will lead to the desired outcomes).

A full assessment will be carried out for students who are considered to be 'below and well below expected standards' by the teacher (or teachers) on the staff most expert in identifying the specific knowledge, skills or strategies required for successful learning. More importantly, the assessment will also include scanning for other contributing factors that may be the actual cause of the learning challenges the student is experiencing.

These students are also likely to be candidates for the supplementary programme for students our organisation developed - Mauri Oho, Mauri Tau. This programme is described in more detail under Assessment Tools and Approaches in the Educational Plan.

Approaches and resources (human and material) will be mobilised as part of each student's Ara Ako (Learning Plan) to accelerate achievement. The timetable and curriculum are agile enough to enable 1-1 tuition during the school day for these students and the Google platform allows the support to continue out of school hours.

Providing a safe environment

22. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989, Vulnerable Children's Act 2014 and any other applicable Acts).

The provision of a safe environment falls is the responsibility of the Chief Executive Officer under the Human Resources Portfolio. We will:

- Ensure a police vet is completed for all staff, contractors and volunteers
- Ensure there are emergency response plans in place that detail timely and appropriate actions to be taken in response to emergency situations
- Develop and maintain effective disability management programs that provide all employees affected by disabling occupational or non-occupational injuries or illnesses with an early return-to work evaluation process.
- Regularly review and monitor all identified hazards to take into account any changing conditions and circumstances within the workplace and ensure appropriate records are kept.
- Ensure staff are trained, supervised and provided with information to undertake their duties safely.
- Ensure that all protective equipment needed for health and safety purposes is supplied and always in full working order.
- Ensure that all workplace incidents/accidents are reported in a timely and accurate manner and investigate causes to improve and prevent reoccurrence.
- Take responsibility to ensure the safety of staff and teachers of others is not compromised.
- Be smoke-free, drug-free and alcohol-free at all times. If any staff member or student is suspected of being under the influence of banned substances or has been drinking

alcohol during school hours, they will be sent home and a disciplinary process will come into effect.

- Prohibit students to use and possess any weapon or other item that can be used as a weapon. Exceptions include taiaha and patu which can only be used under the supervision of an adult as part of the cultural programme
- Have a rigorous process in place to ensure that all people employed or engaged in work that involves regular or overnight contact with children to be periodically safety checked.
- Desist from employing or immediately suspend any staff member or worker who has been convicted of a specified offence and does not hold an exemption and determine if there are grounds for termination of employment
- Alert social services where there is a suspicion that children are being neglected or abused and ensure the student (and their whānau as appropriate) has access to the relevant support services

Professional development plans for staff

23. Detail your proposed professional development plans for teachers, administrators and other school staff, including :

- a. how the sponsors and/or the management team will be involved in the design and identification of such opportunities
- b. the support and mentoring proposed for any staff that do not hold a Practising Certificate or Limited Authority to Teach (if applicable)
- c. how your proposed programme of professional development will enable the school to meet the needs of priority students.

He kākano nō Rangiātea, from Te Nīkau™ recognises the uniqueness of the learner. In the context of the professional development programme, the learners are the staff of the school.

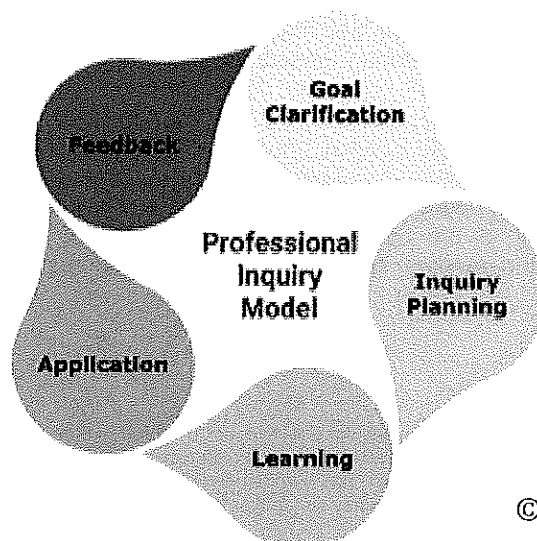
A Professional Inquiry Model

An inquiry based learning approach will guide the professional development programme for each staff member including support and administration staff. It is a collaborative model that recognises that collectively we are greater than the sum of our individual capacities.

This model also lends itself well to supporting the development of provisionally certifying teachers (PCTs), those with limited authority to teach (LATs) because each person's development is personalised to meet their specific needs. For teachers, the inquiry into an identified problem of practice will link their professional development with performance appraisal.

Ngā hua (the fruits) from Te Nīkau™ provided the inspiration for representing this model diagrammatically as follows:

Figure 14: The professional development inquiry for Te Kōpuku High



The first two phases of the process are the preparatory phases and are followed by the three action phases, which may cycle through as many times as required.

Goal Clarification

- Professional goals are directly linked to identified problems of practice which redefine issues of student achievement as outcomes of our professional practice. This is not framed as assigning blame but as highlighting opportunities for growth.
- All staff will examine their role in the core business of enhancing student success and identify areas in which they can further their professional knowledge and skills.
- Use of the GROW model, a coaching tool, will help staff to clearly define their goal and explore options for action.

Inquiry Planning

- Having defined a professional development goal the staff member then develops a plan for meeting that goal.
- A development plan will include a timeline and name a community of practice (CoP)⁴² including a peer mentor as well as possible sources of learning or training. For specialist staff a peer mentor may also be selected from their industry.
- The development plan will include evaluation criteria for illuminating progress toward the stated goal or outcome.
- The development plan becomes one of the key elements in the staff member's performance appraisal.

Learning

- The learning phase is where the staff member gathers information or undertakes a specific course of study. This may include industry standards, academic papers or short courses.
- Observations of others which are followed up by professional discussions are also valuable sources of learning.

Application

- In this phase the staff member applies and practices their new learning. Integral to this phase is a process of journaling and reflection and each person will be encouraged to develop their own way of doing this. It may be through blogging, video, presentation or some other form that best suits them.
- Observations will be the main driver of the reflective process. The staff member will employ a range of observation techniques such as the use of technologies to capture audio or video samples of their work which can then be self and peer evaluated against the criteria identified in the planning phase.

Feedback

- Recognition of growth is a vital component in any professional learning programme as it ratifies the value of effort made not only for the teacher as a learner but also for the students in their care. In this way each individual is recognised as an important part of the whole.
- As well as receiving recognition the staff member is expected to contribute the development of others by mentoring, observing and giving feedback to their mentee or accountability partner.

We are exploring the opportunities that Edivate, an on-demand professional learning resource that creates a highly personalized learning experience for educators may offer in supporting the inquiry process. We have begun conversation with Syd Davies, Indigenous Peoples Research/ Development unit of the School Improvement Network about how we might populate the system with māori-medium specific content and resources.

⁴² Ngā Kura ā Iwi o Aotearoa (March 2015) recognises the effectiveness of a CoP in *Māori Medium Teacher Retention Pilot Research Project: Report to the Ministry of Education*. Murupara: Author. A CoP is likened to a whānau of interest, connected by shared beliefs, goals and purpose and might include kaumātua, other kaiako, ancillary staff, Resource Teachers of Learning and Behaviour, industry leaders etc.

Teaching staff in the school will also have access to the professional network of the sponsor, Kia Ata Mai Educational Trust comprising 26 teachers and leaders with a wide range of educational expertise who might participate in a CoP.

Teachers without a Practising Certificate

24. If you are proposing to use teachers who do not hold a Practising Certificate, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

The core (permanent) teaching team employed by Te Kōpuku High will each hold a Practising Certificate. We are seeking to complement the expertise of these teachers with subject matter experts or domain experts particularly in STEM subjects. These experts will be engaged via short term contracts to provide 'as required' teaching experiences for students and whānau. External providers will not play a role in the day-to-day operation of the school however we would expect them to have proven expertise and experience in their respective fields and ability to interact and work successfully with Māori. Being able to deliver content bilingually (in English and Māori) would be desirable. The Chief Operating Officer (COO) via the Partnerships portfolio will be largely responsible for identifying and engaging external providers and experts in consultation with the Chief Executive Officer (CEO) of the school because this overlaps with the Curriculum and Innovation portfolio.

8 Business Plan

25. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

- a. Governance
- b. Management
- c. Administration; and
- d. Subcontract arrangements (if applicable)

Governance

Kia Ata Mai Educational Trust (the sponsor) will govern Te Kōpuku High for the establishment year and the first year of operation (the foundation year). From 2018, a new charitable entity will be established to operate the school. Kia Ata Mai Educational Trust, (the Sponsor) will appoint to the Board of Directors. The Board will reflect the educational, business and cultural experience required to support a student-centred learning approach. Directors will be appointed based on their skill and expertise and must have proven experience in governance.

The Board will comprise 6 Directors representing the staff, whānau/community, industry and iwi. The Board will appoint a chair and secretary and meet on a monthly basis.

Kia Ata Mai Educational Trust will appoint the Chief Executive Officer (CEO) and the Chief Operating Officer (COO) and their salaries will be paid by the sponsor for 2016 and partially for 2017. From 2018, these positions will be advertised and the Board will appoint new employees.

The CEO will hold a teaching qualification as a minimum requirement and have an excellent record in the educational sphere and the COO will have successful corporate experience in the business sector and/or Iwi/Māori kaupapa organisations.

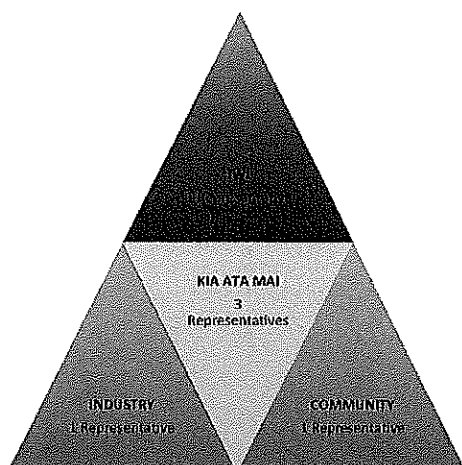


Figure 15: Diagrammatic version of the Governance model for Te Kōpuku High

Management

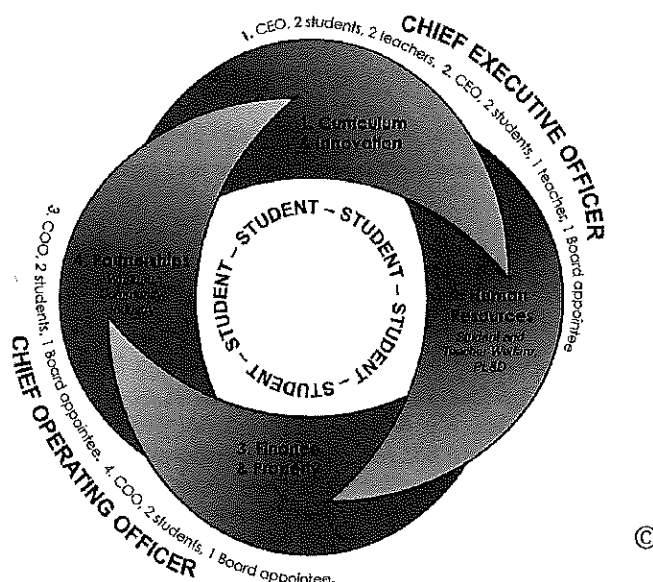
The CEO and the COO will co-manage the school, leading and overseeing the following portfolios:

1. Curriculum and Innovation (a team of 2 students and 2 teachers led by the CEO)
2. Human Resources (a team of 2 students, 1 teacher and 1 Board appointee led by the CEO)
3. Finance and property (a team of 2 students and 1 Board appointee led by the COO)
4. Partnerships (2 students and 1 Board appointee led by the COO)

The inclusion of students in the various portfolios is deliberate with the intention of ensuring they are mentored through real-life tasks, roles and responsibilities in support of the student-centric imperative of the school.

A cross-section view of the kōpuku or crownshaft of the nīkau palm provides the inspiration for representing this structure diagrammatically as follows:

Figure 16: Te Kōpuku High Management Approach



Administration

The Executive Administrator (EA) will provide support to the CEO and COO and secretariat and service the portfolios. This role will be supported by staff from Kia Ata Mai Educational Trust's finance, payroll/administration team. The Receptionist will cover the front desk and other duties required by the EA. Both roles will be 40 hours per week from 8am - 4pm each day.

Subcontract Arrangements

Kia Ata Mai Educational Trust (the Sponsor) will subcontract the new charitable entity to operate the school from 2018. A subcontract agreement will outline the key roles and responsibilities and the expected deliverables and accountabilities. With a STEM focus at Te Kōpuku High in the areas of land/whenua, kai/sustenance and wai/water, we envisage that domain experts (local and global) will be required to share their expertise and knowledge from time to time. Te Kōpuku High will enter into subcontract arrangements with external expertise as required, applying standard contractual terms.

Teacher, whānau and student input into decisions

26. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school (Note: as a minimum should include monitoring of effectiveness of methods and structures that are being proposed).

Te Kōpuku High approach to management lends itself to inviting and supporting teacher, whānau and student input into decisions.

We have leveraged a RACI⁴³ approach to promote communication and mapped responsibilities across the major portfolios and management in Table 24 below. RACI helps to assign clear ownership and communication responsibilities for any situation.

Table 24: RACI⁴⁴ Responsibility Matrix of Management Portfolios to Management.

Portfolios				
Portfolio Managers	Curriculum and Innovation	Human Resources	Finance and Property	Partnerships
Chief Executive Officer	Accountable	Accountable	Consulted	Consulted
Chief Operating Officer	Responsible	Responsible	Accountable/Responsible	Accountable/Responsible
Students (with Mentor)	Responsible	Responsible	Responsible	Responsible
Whānau	Consulted	Informed	Informed	Responsible
Teachers	Responsible	Consulted	Responsible	Consulted
Board of Directors Apoltee	Consulted	Consulted	Consulted	Consulted

With our student-centric approach to management at Te Kōpuku High, students have a presence across all portfolios. This provides mentorship and internship opportunities for them and ensures that their voice is represented in important decisions related to their Te Kōpuku High experience. The COO and CEO will use their discretion around student involvement in management decision-making.

Teachers are represented in the Curriculum and Innovation and the Human Resources portfolios and will communicate and work with staff to bring any matters or opportunities to these managers for consideration and to work through.

The Partnerships portfolio provides the greatest opportunity for whānau to have input into any significant decisions that affect the school. The COO in association with the Partnership Team will decide when substantive whānau input is required and organise the forum and methods by which this will be facilitated.

The whole management structure will operate in a way that allows the flexibility for managers from different portfolios to work together for the best outcomes for students.

⁴³ By clarifying roles and responsibilities RACI helps setting up the proper expectations among groups or individuals and reduces future misunderstandings. Source: <http://sixsigmatutorial.com/what-is-raci-download-raci-rascl-matrix-templates-six-sigma/141/>

⁴⁴ RACI definitions where Responsible = Performing the activity or task. May delegate it. Accountable = Has final authority and accountability for a given activity or task. Cannot delegate it. Consulted = People or roles who are consulting before and during the completion of an activity or task. Informed = People or roles who are consulting only after the completion of the activity or task. Source: <http://sixsigmatutorial.com/what-is-raci-download-raci-rascl-matrix-templates-six-sigma/141/>

Implementation Plans

27. Provide two detailed implementation plans covering:

- the period from gaining approval to the opening of the school, and
- the period from the opening of the school to the end of the first year

Our proposed implementation plans for Te Kōpuku High will follow a Four-Phase Framework: Plan, Design, Implementation and Operate approach, which is a standard approach to project management, used by the sponsoring organisation Kia Ata Mai Educational Trust. Full implementation plans are provided in the appendices.

Proposed Financial Forecast

28. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components:

- Financial forecast (budget), Cash flow and Balance Sheet
- Student Roll
- Staffing levels

The workbook titled PSKH.03 RFA PSKH Budget template.xlsx had been completed and attached in the appendices.

Amount and terms of funding

29. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- what you propose this funding will be used to provide;

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

Kia Ata Mai Educational Trust will provide a [REDACTED] establishment grant to Te Kōpuku High Trust for 2016. These funds can be applied to capital expenditure expenses, lease agreements, building renovations and computer equipment. These funds are not available for administration and personnel costs. Kia Ata Mai Educational Trust will provide [REDACTED] operational grant in 2017 and may provide further financial support on an annual basis.

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

The services of the Chief Operating Officer and the Chief Executive Officer who will lead the management team will be sponsored by Kia Ata Mai Educational Trust for the establishment year (2016) and year one of operation (2017).

Kia Ata Mai Educational Trust will also provide personnel support to Te Kōpuku High. In 2017 and 2018 qualified and certificated teaching staff employed by the Trust, will voluntarily contribute to the school's teaching programme. Staff have already indicated their willingness to contribute. Any potential cost savings from personnel will be re-directed into teaching and learning resources.

Te Kōpuku High will also actively pursue other funding opportunities that may arise in a local context e.g. WEL Trust, Mighty River Power and/or global funding opportunities.

- the relationship between the school and the funder; and

Kia Ata Mai Educational Trust is the sponsoring organisation and Trustee member(s) and senior management will have important roles in the governance and management of Te Kōpuku High. Their educational leadership and business experience will be vital, particularly in the first two years of operation.

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

- evidence of the support that each funder is committing to invest into your school.

The Trustees have resolved to invest [REDACTED] of its own charitable funds into Te Kōpuku High and will contribute voluntary personnel from its current employees of qualified and bilingual teachers that are engaged in the Professional Development and Learning team over the next 2-3 years. It is envisaged when the student roll increases to a sustainable level, these positions would be paid for through the annual operational grants. See Appendices for Sponsor Investment Resolution

30. Outline your proposed:

a. financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

Kia Ata Mai Educational Trust has been operating since 1994 and since registering with the Charities Commission in 2008, financial accounts are submitted annually in accordance with the required legislation. All invoices are approved by our General Manager and processed by Te Kowhai Limited (accountant) such as income tax payments (PAYE), GST payments and creditor payments.

Financial statements are prepared monthly and for the end of year audit. The Trust has a proven record managing Ministry of Education contracts and meeting their required internal and monitoring controls.

b. provisions for conducting annual audits of the financial operations of the school; and

Kia Ata Mai Educational Trust contracts Jefferies, Nock and Associates Limited (external auditor) to conduct our annual audit. It is planned to use the same auditors for Te Kōpuku High. The December year ending date will differ however this aligns with the Ministry of Education funding year and is consistent with state funded schools. A review of external auditors will be held every five years. As previously mentioned, our audited financial statements are submitted to the Charities Commission annually.

c. types and levels of insurance that you propose to operate the school.

Kia Ata Mai Educational Trust's insurance broker is Crombie Lockwood. The Trust currently holds Public Liability and Professional Indemnity insurance, Motor Vehicle, Asset and Trustee insurances and is reviewed annually.

For Te Kōpuku High it is proposed to take comprehensive insurance such as asset replacement (buildings and contents), fire, computer, bodily injury and injury to employees, professional indemnity, fidelity, employers dispute, statutory defence, legal expenses, internet liability and defence costs. If eligible the school would like to register for the Ministry of Education Risk Management programme (Kidsafe).

31. Outline your proposed facilities, including:

a. the type of property arrangement and the terms of the tenancy (if applicable);

It is likely that we will lease the land and existing buildings for a minimum of six years, with a right of renewal for a further six years. It is planned to build cost effective classrooms that could be relocated in the future. See Appendices for Draft Classroom Plans.

b. if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;

We are currently considering three sites in the suburbs of Glenview (South West), Te Rapa (North West) and Ruakura (East).

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

c. how this site would be a suitable facility for the proposed school, including any plans to renovate; or

We have conducted site visits to the three potential locations in Hamilton City based on the following criteria:

Access to Public Transport:

The school needs to be served by existing public transport e.g. bus in order to provide travel options for students and their whānau. Hamilton has a well-established bus network and it is envisaged that the preferred location be serviced by the Orbiter bus route. We plan to work with Waikato Regional Council who is responsible for contracting and providing bus services in Hamilton City.

Access to Ultrafast Broadband:

Hamilton is well serviced by the recent and ongoing infrastructure build out of fibre. This will provide schools and students with faster connection speeds to the Internet. With a STEM focus and a Google platform it is imperative that Te Kōpuku High be connected to fibre in time for opening in 2017 to ensure high-speed Internet connectivity.

Support for Te Kōpuku Focus Areas:

Potential locations that support the key focus areas of the school (whenua (land), kai (sustenance), wai (water) will also be considered.

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

d. your financing plans for acquisition and renovation of a facility; and

Kia Ata Mai Educational Trust will invest [REDACTED] in the establishment phase for capital expenditure to lease and/or renovate a school site in 2016. Kia Ata Mai Educational Trust will also provide all the personnel, infrastructural and administration support to create budget savings from the Crown establishment payment to create a further [REDACTED] to invest in lease, build or renovate facilities in 2016.

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

e. describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

It is planned to increase the number of classrooms as the school roll increases annually until the maximum roll of 300 students is reached. This can be achieved through on-going investments from the sponsor and efficiencies from the operational budget. Other sources of funding such as local networks, businesses and philanthropic trusts are options but these will not be relied upon to expand the school's facilities. See Appendices for Draft Classroom Plans.

The deliberate strategy to progressively increase the school roll annually by year levels, allows time for the Board to build the school's capacity to operate a full secondary school programme and curriculum. This includes sufficient time to plan and finance the building, renovating or leasing of facilities.

Kia Ata Mai Educational Trust will strategically recruit staff from its extensive and existing educational networks. A proactive and innovative approach will be utilised by the COO, in a similar way that has seen high quality staff recruited and retained by Kia Ata Mai Educational Trust. It is envisaged Te Kōpuku High will attract interest from the community and educational sector, including potential teachers seeking an innovative approach to raising the achievement of Māori students.

32. Explain your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Te Kōpuku High will contract Opus Hamilton, an Independent Qualified Provider (IQP) to manage our buildings and processes. They will complete the following annual tasks for the school.

- Building Warrant of Fitness and Fire Regulations compliances
- Asset management and maintenance plan
- Sub-contractor agreements for services (10 Year Plan)
- Health & Safety Management

9 Operations Plan

Enrolment

33. Explain how the school will:

a. achieve the enrolment target you have projected in Section 4;

We intend using 'whakawhanaungatanga' as a strategy. This includes identifying key people with strong local ties to become recruiters for the school to approach their own whānau in the first instance and the principals/Boards of Trustees of schools who form part of their naturally occurring networks for student and whānau referrals.

As part of the implementation plan we have a two-pronged focus on enrolment that includes launching an awareness campaign in Term 3 (July 2016 onwards) followed by a soft-launch of the Te Kōpuku High website in August. Community engagement hui will be used to generate interest and excitement in this new learning opportunity and pre-registration for enrolment tours and pre-registration of interest available for online registration in September 2016. We will connect with this early group through regular email updates and social media.

Our second full marketing campaign is targeted to coincide with the completion of the school facilities at the end of October 2016. Enrolment tours of the facilities will be conducted in the first half of November, with online registration available through the school website. Ongoing Community engagement and outreach will continue the momentum alongside a full media, print, social media campaign.

We anticipate completing the enrolment process by the end of the school year in mid-December 2016.

During the student recruitment phase, school leaders and teachers will begin to develop relationships with whānau prior to the school start date in 2017.

b. be publicised throughout the community, including any specific outreach activities or similar;

Kia Ata Mai Educational Trust (the Sponsor) and Board of Directors will support the Chief Operation Officer (COO) to develop an Engagement and Communication Strategy (the Strategy) which will help to publicise and promote the school in the local community and targeted communities where students will most likely be coming from. The Strategy will involve a mixture of traditional and innovative publicity and outreach activities including:

- Raising awareness of this new learning opportunity using Radio Tainui, Te Hookioi/Waikato-Tainui online presence, events, sports events etc.
- Establishing a whānau group) hosted by the COO where whānau are invited to learn more about the school initiatives and vision and also have input into the direction of the school.
- Inviting families, local businesses and industries to an open day where students will host the visitors and display their learnings.
- Developing a social media link that also advertises local businesses and industries to create relationships with business and industry.
- Promoting the school at Māori events for Waikato-Tainui e.g. Regatta, Koroneihana, Poukai, TriMāori Festival, Kīngitanga Day, Kapa Haka, Tainui Games etc.
- Distributing newsletters and postcards.
- Writing an article for the local newspaper profiling the school.
- Using social media sites to promote and engage with potential students and whānau.

c. target parents/family/whānau who may not be engaged in their child's learning;

As part of the enrolment process, a tri-partite agreement will provide the opportunity to discuss and re-emphasise the respective commitments and contributions of the student, their whānau and the school. Where engagement is an issue the COO and those with the Partnership portfolio will work with the student/whānau champion (aumangea) to strategise ways to improve engagement.

d. identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

The Sponsor is networked with community organisations including Māori businesses and industries, educational providers (including primary, secondary and tertiary), social development and sporting organisations, iwi and hapū groups.

Through these networks, the school will link into some of the existing initiatives that these groups have established, (e.g. Koroneihana, poukai, regatta, sporting activities, conferences, expos) and local events (e.g. health clinics, open days) to promote Te Kōpuku High. Recruiters for the school may have a presence at these events and/or work with these groups to provide information pamphlets.

Enrolment policy

34. Outline your enrolment policy:

a. describe your proposed timeline for enrolling students for the 2017 school year.

As part of the implementation plan we have a two-pronged approach to enrolment that includes launching an awareness campaign in Term 3 2016 (July onwards) followed by a soft-launch of Te Kōpuku High website in August. Community engagement hui will be used to generate interest and excitement in this new learning opportunity and the recruitment team will be active during this time. Pre-registration for enrolment tours and online registrations of interest become available in September. We will connect with this early group through regular email updates and social media.

Our second full marketing campaign is targeted to coincide with the completion of the school facilities at the end of October 2016. Enrolment tours of the facilities will be conducted in the first half of November, with online registrations available through the School website. Ongoing community engagement and outreach will continue the momentum alongside a full media, print, social media campaign.

We anticipate completing the enrolment process by the end of the school year in mid-December 2016.

During the student recruitment phase, school leaders and teachers will begin to develop relationships with whānau prior to the school start date in 2017. This includes developing working with the whānau to complete student profiles.

b. describe how you will continue to increase your school roll that ensures the number of enrolments are at or above the minimum roll.

The Chief Operating Officer will work with the Partnerships portfolio team to regularly review the student/whānau recruitment programme Strategies to ensure minimum roll numbers are achieved include:

- Developing relationships with potential contributing schools and working with key influential Māori in those communities to promote the school
- Organising regular outreach activities with communities that involve current and new whānau
- Organising marketing and promotion at community events, open days, whānau/school conferences
- Showcasing the special character of the school via educational and iwi/hapū networks
- Promoting the school via social media (e.g.facebook) and public media (e.g. a school website and iwi radio stations)
- Creating a recruiting team with strong local networks who will advocate for the school and through a strategy of whanaungatanga, actively recruit students and whānau
- Delivery of high quality, innovative learning programmes that sees students spontaneously promoting the school with others in their whānau

Suspension, expulsion and disciplinary policies and procedures

35. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions and Expulsions Guidelines.

Cultivating positive behaviour via a restorative approach is an essential ingredient for a positive school-wide culture. High expectations of conduct and a resolve to act with decency, fairness and in a caring respectful way at all times will lead to healthy relationships that are more enduring and supportive of the learning environment.

At the core, is the student's developing self awareness and growing ability to self-regulate, exercise self control and address negative feelings like fear, anguish, anger and shame which may spark episodes of inappropriate and unacceptable behaviour. Mauri Tau (which uses

breathing techniques) and other strategies will be therefore be practiced or 'taught' to all students to achieve this.

In order to become an embedded practice, the 'restorative approach' needs to begin in the classroom and be consistently applied within classrooms, across classrooms and school-wide. Teachers, staff and management will all be trained in restorative conversations and behaviours to ensure consistency of approach. Casual staff, relievers, volunteers and external providers will be inducted into the process, provided with information material and assigned a school guide (e.g. a staff member) as back-up support. Students would also be charged with the responsibility for upholding the school code of conduct and maintaining the process in the absence of a 'trained' adult.

Another important strategy is the involvement of a 'champion' (aumangea) for the student. This person will be a respected family member who the child holds in high regard. Chosen by the student they will be the go-between, an advocate, a supporter for the student, and will be an important contact for the school in times of celebration as well as times of stress.

Elements of the restorative approach which have been inspired by Te Nikau™ include:

He Kakanō nō Rangiātea

The culture of the school is developed through consistent and explicit demonstration of the values and behaviours outlined in the code of conduct. This establishes the spiritual centre upon which healthy social participation develops. The unifying thread through the whole process is an understanding that harm to others is harm to self, which is consistent with the Māori concept of connectedness. It is demonstrated by word, gesture, attitude and tone in all interpersonal interactions between individuals in, and associated with, the school.

Ngā Rawa

Restorative inquiry opens the way for the individual involved in any incident to be heard without judgement. The inquiry reestablishes each person's responsibility for his or her own words and actions and creates an atmosphere of acceptance. It is in this space that the participants have their first opportunity to self-correct any harm. This element recognises that external behaviours of harm reflect internal conflicts and as such this is a matter of spiritual and psychological growth. Whānau and the student's champion (aumangea) are kept informed about issues affecting their child from the earliest occurrence.

Te Urupuia

Restorative discussion aims to bring all participants to an understanding of the perspectives of others and the sense of harm that they may be feeling. Conflict can be disarmed by fostering understanding. Whānau should be informed of the situation so that they might shed further light on matters that may be contributing to the behaviour.

Te Kāhiwi

Mediation of conflict is required where earlier remediation has been unsuccessful or there has been an escalation of harmful behaviours. In a school situation this will involve the CEO sitting in the role of mediator. This discussion will include whānau and the student's champion (aumangea) and should conclude with an agreement on remediation.

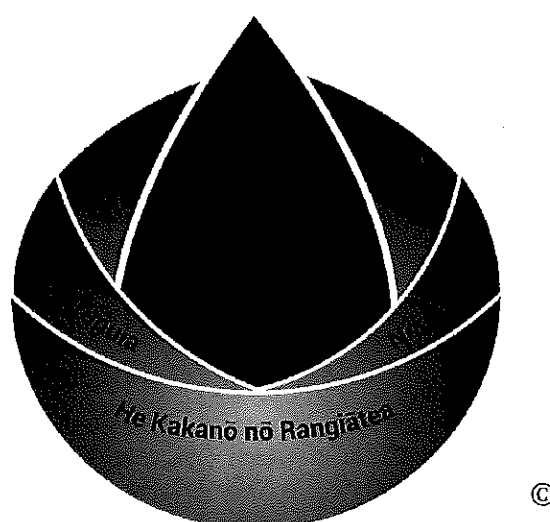
Te Kōpuku

Restorative conferencing with the Board of Directors is reserved for the most serious incidences of harm or illegal activity. As with the mediation process all participants remain focussed on ensuring the safety of those directly and indirectly affected by the harmful

behaviour. This level of the process may also include the involvement of external agencies as appropriate.

The following figure and description explain the nature of interaction between each of the elements.

Figure 17: Interactions between Te Nīkau™ elements



The restorative approach for healing emerges from an environment of care and shared responsibility, and wraps around the people involved in any situation of 'harm'. The three portions around the base are the essential requirements and nestle together to create the cultural, spiritual, physical and psychological environment required to enable restoration. From the outset, a commitment to developing and maintaining relationships with others is paramount, as is the intention to restore any harm if it occurs.

The two upper sections come into play when an issue emerges that needs to be addressed before it escalates. The central core presents desired outcomes of the approach in descending order of importance. When it is operating successfully there will be less need to address situations where repair of harm are required. Most activations of the process will be low level incidents that require little more than a reminder of the care and responsibility aspect of the school culture - our 'way' of being.

The following table illustrates the process, which is cumulative in nature.

Table 25: Restorative process for Te Kōpuku High

Indicative Examples		Proposed Remediation
Level 1	Poor behaviour during class, noisy, ignoring instructions, swearing	<p>He kākanō nō Rangiatea Teacher initiates a restorative chat/talk with whole class that draws attention to 'our way' of treating one another.</p> <p>Ngā Rawa Restorative enquiry begins which includes active non-judgmental listening to understand the student's 'why'.</p> <p>Te Uru Restorative discussion Mentoring - where peers volunteer to participate in the restorative</p>

		enquiry. A one-on-one discussion to help them reflect on a situation and find a way forward for themselves. Inform the whānau Incident recorded in student files in the student management system
Level 2	Poor behaviour continues and/or new incidents occur	He Kākano nō Rangiātea Restorative response from school and whānau aimed at highlighting the core principles of care and responsibility. Ngā Rawa Restorative enquiry conducted to understand contributing factors. Te Urupuia Restorative discussion and conference with relevant participants. Invite the whānau and the student's champion (aumangea) to participate. Incident recorded on student files and the student management system
Level 3	On-going poor behaviour, abusiveness, being consistently disruptive	He kākano nō Rangiātea Ngā Rawa Te Urupuia Te Kāhiwi Mediation for conflict Restorative conference with whānau and CEO to find a way forward. This may include a temporary stand down if there is no resolution Incident recorded on student files in the student management system
Level 4	Behaviour of a serious nature including physical abuse, alcohol, drugs and theft	He kākano nō Rangiātea Ngā Rawa Te Urupuia Te Kāhiwi Te Kōpuku Board of Directors level restorative conference with whānau. If unsuccessful the next step would lead to a formal suspension or exclusion. CEO decision to suspend the student in accordance with Section 158V Education Act 1989. Meeting between the student, whānau and champion (aumangea) and upon agreement to specific conditions the student returns to school Incident recorded on student files in the student management system

Qualifications of key leadership roles

36. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

The key leadership roles in Te Kōpuku High are presented in Table 26 below. CVs for the people named appear in the Appendices.

Table 26: Key Leadership Roles

Name	Roles	Qualifications
Cath Rau	Chief Executive Officer	Master of Education (with Distinction)
Hemi Rau	Chief Operating Officer	Bachelor of Social Science (Economics)
	Project Manager for establishing the school	Bachelor Business Studies (Strategic Management), Diploma of Business Studies (Business Law), Master of Management Studies (with Distinction)

s 9(2)(a) OIA

Staff recruitment

37. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

Kia Ata Mai Educational Trust (the Sponsor) has an extensive network and significant presence in the compulsory education sector and at iwi/hapū levels. The Chief Executive Officer (CEO) and the Chief Operating Officer (COO) will draw on this presence and network to identify a pool of suitable candidates to fill any vacancies that arise.

Leading with a practice of whakawhanaungatanga, and supporting processes of face to face interviews, police vetting, referee checks and (in the case of teachers) observations of their teaching practice, a shortlist with recommendations will be provided to the Board of Directors for consideration by the COO and CEO. Vacancies will be advertised externally only in the event that our initial recruitment approach has failed to attract the quality we are seeking.

Desirable qualities and experience of staff

38. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Te Nīkau™ has been applied here to illustrate the professional backgrounds experience, personal qualities and behaviours we will be seeking in our school staff.

He kākano koe nō Rangiātea The staff member:

- Has a strong sense of their own Māori/iwi/hapū identity.
- Is able to relate successfully with students and whānau in ways that uplifts them and celebrates their indigeneity and uniqueness
- Consistently embodies and practices tikanga in the execution of their responsibilities and duties
- Is a proficient speaker of English and Māori (highly desirable)

Nga rawa The staff member:

- Values the contributions of the students and the school community
- Strives to use cost effective, easily sourced and renewable resources in the execution of their responsibilities and duties without compromising quality
- Is innovative and resourceful
- Is solution oriented

Te urupuia The staff member:

- Has strong interpersonal skills
- Actively participates in school activities
- Is a great networker
- Is committed to understanding and promulgating the philosophy of the school

Te kāhiwi The staff member:

- Commits to sharing their gifts, talents and interests in order to expand the capabilities of others
- Positively contributes in ways that benefit the individual and the collective

Te kōpuku The staff member:

- Strives to be a positive, inspirational role model for students and others
- Proactively participates in Communities of Practice⁴⁵ if approached for the benefit of students
- Agrees to be a mentor for students and/or whānau

Ngā tētē/ngā rau The staff member:

- Is forward thinking and innovative

⁴⁵ Communities of Practice have been identified as a mentoring strategy (see Teacher Assessment and Appraisals section of the proposal)

- Engages in self reflection to better understand their motivations, dispositions and behaviours

Ngā hua The staff member:

- Is caring and passionate about our students
- Commits to a programme of self development
- Strives to excel at what they do
- Has integrity and is honest

Staff quality

39. Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

Employees will be placed on contracts renewable at 2 - 3 year intervals to ensure a high quality of staff is maintained. End-user feedback from students' whānau in particular, will be sought as part of the renewal process. Contracts will include incentives to attract highly skilled, capable and enthusiastic people.

All school employees, contractors and/or volunteers will be required to undergo a full reference check, declaration and complete NZ Police vetting as part of the recruitment policy. Reference checks will be rigorously carried out with the referees nominated by the applicant. The school also reserves the right to contact anyone else who can attest to the suitability of the potential staff member.

All documentation will be kept on the staff member's online file at the school office. At times when Police vetting checks may take longer than 4 weeks (as has been the experience with Police checks) the candidate will not be left unsupervised with students.

The school will develop a child protection policy as required under the Vulnerable Children's Act 2014 and ensure the policy is publicly available to all staff, volunteers and contractors. External agencies such as the Children's Team Hamilton will provide professional development to all school employees.

Where practically possible, volunteers who have regular contact with the students will be required to complete a NZ Police Vetting Form. In the case of contractors providing services to the school such as building maintenance and repair, IT support and others, their access to students will be limited and assurances will be sought from their employers verifying their suitability to work within the school grounds.

All staff will be employed under an Individual Contract of Services agreement that provides Te Kōpuku High with recourse should the employee (despite all of our processes) be deemed unsuitable even after being formally engaged.

Key staffing policies

40. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.

The key staffing policies appear in Table 27.

Table 27: Performance expectations for Teachers at Te Kōpuku High

Recruiting and Hiring (Applies to employees, contractors and volunteers)	
Position Analysis Position Description Employment Application Shortlisting Interview Checklist Interview	Observation of practice Reference Checks Police Check Letter of Offer Unsuccessful Letter

Conditions of employment/engagement (Applies to employees, contractors and volunteers)	
Personal File Checklist Induction Probation period Code of Conduct and Dismissal	Complaints and Grievances Reimbursements Health and Safety Evaluation and/or appraisal
Individual employment agreements of services (employees)	Contracts for services (contractors)
Kiwi Saver Salary negotiation, review and incentives based on: Experience Qualifications Domain expertise Performance based reviews Leave (annual, vacation, special) Professional development Appraisal	Professional fees for service based on: Experience Qualifications Domain expertise Duration of engagement

Teacher assessment and appraisal

41. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

Induction

We consider the induction of new teachers as a critical process. This is necessary because Te Kōpuku High is seeking to offer educational experiences for students and whānau that the previous experiences of those teachers may not have adequately prepared them for. This would be organised by the CEO as part of the Human Resources portfolio and includes induction into:

- Waikato/Tainui (Ngāti Wairere and Ngāti Māhanga) as appropriate
- The philosophy of the school
- The structure of the school
- The curriculum
- The teaching approaches

Mentoring

Ngā Kura ā Iwi o Aotearoa⁴⁶ recognises the effectiveness of Communities of Practice (CoPs). A CoP is likened to a whānau of interest, connected by shared beliefs, goals and purpose and might include kaumātua, other kaiako, ancillary staff, Resource Teachers of Learning and Behaviour, industry leaders etc who act as mentors.

Appraisal and assessment

A close link between professional learning and performance appraisal ensures that teacher development remains meaningful, relevant and effective. Domain experts who are not trained teachers, with approval of the Board of Directors, may also wish to appoint a performance evaluator from within their industry.

We have customised performance expectations to better reflect our particular context using Te Nīkau™. These appear in the following table.

⁴⁶ Ngā Kura ā Iwi o Aotearoa. (March 2015) *Māori Medium Teacher Retention Pilot Research Project: Report to the Ministry of Education*. Murupara: Author.

Table 28: Performance expectations for Teachers at Te Kōpuku High

Teaching belief	Performance expectations	Professional standards/indicators
He Kākāno nō Rangiātea The teacher is secure in their identity, language and culture as iwi/hapū members and celebrate diversity amongst learners.	Speaks te reo Māori and model tikanga and kawa Plans for different abilities and learning styles Plans effectively in a reflective manner Uses a range of resources Evaluates and reflects on teaching and student learning and makes appropriate changes Uses relevant and meaningful experiences to contextualise learning	Mātauranga Wairuatanga Kaitiakitanga Manaakitanga Whanaungatanga Rangatiratanga
Ngā Rawa The teacher provides a safe and supportive learning environment that fully utilises and cares for resources that are available.	Is consistent about behaviour and management expectations Implements and encourages a restorative approach to conflict and seeks to find the 'why' behind the conflict Models positive behaviour and interactions Encourages and supports students to take risks Consults and works collaboratively with students on classroom expectations and goals Demonstrates a high level of commitment to student welfare and learning Respects students	Wairuatanga Rangatiratanga Manaakitanga Kaitiakitanga Kotahitanga Whanaungatanga Mātauranga
Te Urupuia The teacher participates and contributes to collective efforts to achieve success with and for students	Demonstrates an understanding of the importance of the community, whanau, hapu and iwi Participates as a team member Shares information, ideas and resources with colleagues Actively participates in school wide professional development Actively participates in meetings Actively supports community initiatives	Whanaungatanga Kotahitanga Manaakitanga Wairuatanga Mātauranga Rangatiratanga Kaitiakitanga
Te Kāhiwi The teacher engages all students in quality learning	Encourages students to share their gifts, talents and unique characteristics in a positive and meaningful way to enhance their learning Relates to and builds on the interests and prior knowledge of students Involves the student in goal setting Provides specific feedback so expectations are known and understood Plans for and delivers to individual needs Celebrates risk taking Celebrates success	Wairuatanga Rangatiratanga Manaakitanga Kaitiakitanga Kotahitanga Whanaungatanga Mātauranga
Te Kōpuku The teacher is highly skilled in curriculum content, delivery of learning and assessment	Contextualises learning to provide a Māori word view in all learning areas Is knowledgeable in curriculum areas. Is knowledgeable about different learning styles, multiple intelligences and dispositions. Demonstrates knowledge and understanding of learning progressions Is competent in assessment approaches	Wairuatanga Rangatiratanga Manaakitanga Kaitiakitanga Kotahitanga Whanaungatanga Mātauranga

	<p>and the delivery and analysis of assessment tools and data</p> <p>Develops reliable Overall Teacher Judgements and internal moderation for assessment standards supported by evidence from multiple sources</p> <p>Is reflective in practise and adapts accordingly</p> <p>Embraces new ideas and actively engages in self development</p>	
<p>Ngā Tētē, Ngā Rau</p> <p>The teacher effectively communicates with colleagues/students/parents and whānau</p>	<p>Recognises the diversity amongst students by providing personalised learning programs</p> <p>Is clear and concise in feedback to students</p> <p>Is an active listener</p> <p>Maintains professional conduct at all times</p> <p>Is respectful to all students, whānau and colleagues</p>	<p>Wairuatanga</p> <p>Rangatiratanga</p> <p>Manaakitanga</p> <p>Kaitiakitanga</p> <p>Kotahitanga</p> <p>Whanaungatanga</p> <p>Matauranga</p>

Use of volunteers and contractors

42. If you propose to use volunteers and/or contractors, outline:

a. the roles (where not disclosed in the Section 3 – Applicant Profile of this form);

At Te Kōpuku High we expect to be able to utilise volunteers and contractors on an as-needed-basis given the school's key values, focus areas of whenua/land, kai/ sustenance and whenua/land and STEM emphasis. Volunteers and contractors will enable us to extend our capabilities and give the student broader access to experts and industry.

The roles that we envisage engaging include:

- Subject matter or industry experts on short term contracts
- External service providers (e.g., Squiggle's Young Engineers)
- A pool of relief staff (suitably qualified or certificated teachers, whānau members, volunteers and supporters who will be given training to understand Te Kōpuku High's vision, mission and approaches to project-based learning and who have passion and commitment to inspiring and being inspired by the next generation of learners)

b. how they will be identified, vetted and trained.

For the above roles, we will use our recruitment strategy of whanaungatanga, to access subject matter experts and industry specialists through our partner organisations and extensive professional networks.

Individuals will be subject to the school's staff related policies as outlined in the key staffing policies. Refer to Table 27.

Meeting Health and Safety Standards

43. Outline how the school proposes to meet and maintain the required health and safety standards.

The Board of Directors is responsible for ensuring the health and safety of anyone permitted into the school premises including students, staff, parents, visitors and contractors.

The Board's legal responsibilities are set out in the Health and Safety in Employment Act 1992 (HSE Act) and the Vulnerable Children's Act 2014 all information and resources necessary to comply with both Act's will be available to the school through the Executive Administrator.

The Board will assist the Chief Executive Officer with planning, developing and maintaining appropriate procedures to meet the requirements of the legislation and ensuring that the school environment is safe and staff are aware of what to do when a health and safety issue occurs.

Health and Safety policies and Emergency Management plans will be developed and reviewed regularly and made available to staff, parents, students and visitors at all times.

All staff will be inducted in Health and Safety policies and Emergency Management plans and bi-annual training will be carried out.

Health and Safety will form part of the contract agreements with employees that will also include Workplace Bullying and Employee Rights and Equal Opportunities. Health and Safety matters will be a standing item for all staff and Board meetings. All Health and Safety matters will be reported and appropriately managed. Any major Health and Safety incidents that occur will be immediately investigated and risk mitigation procedures will be set in place.

Relevant Health and Safety information will be provided to students and parents and emergency planning drills such as fire evacuation, earthquake safety and traumatic incidents will be carried out with staff and students.

10 Acceptance of Draft Agreement

We request the following amendments be made to the Draft Agreement:

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
31.1(a)iv		
31.2(b) Intellectual Property		
31.2(b) Intellectual Property		
31.1(a)iv		
31.2(c) Intellectual Property		
31.1(a)iv		
31.2(b) Intellectual Property		

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

11 Assumptions, Risks and Caveats

The following table identifies the assumptions, risks and caveats made throughout our proposal.

Reference	Type (A / R / C)	Subject	Comment
Draft Agreement. Clause 31.2	A	s 9(2)(b)(ii) OIA	
Section 7 Q3 p. 54	R	Enrolment targets are not met	We are confident that the nature and quality of the schooling provision we are offering and our strategy (whakawhanaungatanga) will attract the numbers of students required The Chief Operating Officer will be responsible for implementing a marketing strategy that successfully attracts students
Section 7 Q17. p. 35	R	Alignment of external content to the proposed alternative curriculum framework and relevant assessment tools	Experienced teaching staff working alongside external content providers will jointly manage this activity
Section 7 Q18. p.37	R	Unable to secure external curriculum content from external providers or domain experts	The CEO is responsible for Curriculum and Innovation and the COO is responsible for Partnerships. A joint approach will be required to mitigate any issues that may arise
Section 7 Q31b. p. 53	R	The school is unable to secure a location s 9(2)(b)(ii) OIA	Although three sites have been visited a preferred site has been identified. High level discussions are planned with the [REDACTED] whom has indicated a willingness to support our efforts
Section 7 Q31e. p. 54	R	Unable to secure Resource Consent for buildings and classrooms	Discussions have been held with [REDACTED] to Project [REDACTED] Manage the site and compliance with MOE guidelines. Architectural designs have been attached based local resource consent requirements
Section 7 Q31(e). p. 54	R	The school is unable to scale up buildings in line with roll growth s 9(2)(b)(ii) OIA	[REDACTED] have recommended using containers which are cost effective, modular and relocatable. They can be added to existing buildings relatively easily. The budget from Years 1 to 6 accounts for roll expansion. See Appendices for Draft Classroom Plans
Section 7 Q39. p. 61	R	Unable to secure suitable qualified teaching staff	Qualifying and qualified teachers have already shown significant interest in Te Kōpuku High. Three of the six to seven teachers we would require in the first year of operation have already made an informal commitment
Section 7 Q35. p. 59	R	Conflict of interest	Current Kia Ata Mai Chairperson (Cath Rau) will vacate this role to take up foundation CEO role at Te Kōpuku High in 2016-2017
Section 7 Q. 35. p. 59	R	Conflict of interest	Proposed CEO and COO are married however have been successfully operating in similar positions of responsibility within Kia Ata Mai Educational Trust since 1994

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

12. Applicant Declaration

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in part two of the Requirements and Rules of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	The Applicant warrants that in submitting this Application it has not: entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). has not attempted to influence, or provide any form of personal inducement, reward or benefit to any	agree

	representative of the Minister, Ministry or the Board.	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	Catherine Rawina Rau	
Title / position:	Chairperson – Kia Ata Mai Educational Trust	
Date:	29.10.2015	

Appendices

- 1 Financial Statement/Audited Accounts
- 2 Copies of Milestone responses: Ministry of Education
- 3 Letter of support for the proposal: [REDACTED] s 9(2)(b)(ii) OIA
- 4 Letter of support for the proposal: [REDACTED]
- 5 Letter of support to deliver curriculum content: [REDACTED]
- 6 Letter of support to deliver curriculum content: [REDACTED]
- 7 Letter of support to deliver curriculum content: [REDACTED]
- 8 Letter of support to deliver curriculum content: [REDACTED]
- 9 Implementation Plans
- 10 Evidence of financial contribution by the Sponsor
- 11 CVs (Cath Rau, Hemi Rau, [REDACTED]) s 9(2)(a) OIA
- 12 Draft Classroom Concept Plans: [REDACTED] s 9(2)(b)(ii) OIA

Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Student Roll By Year Level
Applicant Name: Kia Ata Mai Educational Trust

Proposed Maximum Roll of School

	2017	2018		2019		2020		2021		2022	
Year	Year 1 Roll	Year 2 Roll	% Change	Year 3 Roll	% Change	Year 4 Roll	% Change	Year 5 Roll	% Change	Year 6 Roll	% Change
1											
2											
3											
4											
5											
6											
7	30	45	50%	45	0%	45	0%	45	0%	45	0%
8	30	30	0%	45	50%	45	0%	45	0%	45	0%
9	30	45	50%	45	0%	45	0%	45	0%	45	0%
10		30		45	50%	45	0%	45	0%	45	0%
11				30		45	50%	45	0%	45	0%
12						30		45	50%	45	0%
13+								30		30	0%
Other [list]											
Total	90	150	67%	210	40%	255	21%	300	18%	300	0%

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Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Budget - Year 1 (2017)
Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Current Assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4														
5														
6														
7	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
8	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
10														
11														
12														
13	Property	1	1	1	1	1	1	1	1	1	1	1	1	
14	Caretaker/Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
15														
16														
17														
18														
19	Teaching Staff	6	6	6	6	6	6	6	6	6	6	6	6	
20														
21														
22	Registered	6	6	6	6	6	6	6	6	6	6	6	6	
23	Paedagogic													
24														
25														
26														
27														
28														
29	Non Registered													
30	IT Technician													
31														
32														
33														
34														
35	Total	11	11	11	11	11	11	11	11	11	11	11	11	

Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Budget - Year 2 (2018)
Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Comment/Assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4														
5														
6														
7	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
8	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
10														
11														
12														
13	Property	2	2	2	2	2	2	2	2	2	2	2	2	
14	Caretaker	1	1	1	1	1	1	1	1	1	1	1	1	
15	Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
16														
17														
18														
19	Teaching Staff	11	11	11	11	11	11	11	11	11	11	11	11	
20														
21	Registered	9	9	9	9	9	9	9	9	9	9	9	9	
22	Facilitator(s)													
23														
24														
25														
26														
27														
28	Non Registered													
29	IT Technician	1	1	1	1	1	1	1	1	1	1	1	1	
30	Teacher Aide	1	1	1	1	1	1	1	1	1	1	1	1	
31														
32														
33														
34														
35	Total	17	17	17	17	17	17	17	17	17	17	17	17	

Request for Application to operate a Partnership Kura opening in 2016/2017
 Proposed Budget - Year 3 (2019)
 Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Comment/assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4														
5														
6	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
7	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
8	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9														
10														
11														
12														
13	Property	2	2	2	2	2	2	2	2	2	2	2	2	
14	Caretaker	1	1	1	1	1	1	1	1	1	1	1	1	
15	Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
16														
17														
18														
19														
20	Teaching Staff	14	14	14	14	14	14	14	14	14	14	14	14	
21														
22	Registered													
23	Facilitator(s)	12	12	12	12	12	12	12	12	12	12	12	12	
24														
25														
26														
27														
28														
29	Non Registered													
30	IT Technician	1	1	1	1	1	1	1	1	1	1	1	1	
31	Teacher Aide	1	1	1	1	1	1	1	1	1	1	1	1	
32														
33														
34														
35	Total	20	20	20	20	20	20	20	20	20	20	20	20	

Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Budget - Year 4 (2020)
Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Comment/Assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4														
5														
6														
7	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
8	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
10														
11														
12														
13	Property	2	2	2	2	2	2	2	2	2	2	2	2	
14	Caretaker	1	1	1	1	1	1	1	1	1	1	1	1	
15	Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
16														
17														
18														
19														
20	Teaching Staff	21	21	21	21	21	21	21	21	21	21	21	21	
21														
22	Registered													
23	Facilitator(s)	18	18	18	18	18	18	18	18	18	18	18	18	
24														
25														
26														
27														
28														
29	Non Registered													
30	IT Technician	1	1	1	1	1	1	1	1	1	1	1	1	
31	Teacher Aide	2	2	2	2	2	2	2	2	2	2	2	2	
32														
33														
34														
35	Total	27	27	27	27	27	27	27	27	27	27	27	27	

Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Budget - Year 5 (2021)
Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Comments/Assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4														
5														
6														
7	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
8	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
10														
11														
12														
13	Property	2	2	2	2	2	2	2	2	2	2	2	2	
14	Caretaker	1	1	1	1	1	1	1	1	1	1	1	1	
15	Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
16														
17														
18														
19														
20	Teaching Staff	28	28	28	28	28	28	28	28	28	28	28	28	
21														
22	Registered													
23	Facilitator(s)	22	22	22	22	22	22	22	22	22	22	22	22	
24														
25														
26														
27														
28														
29	Non Registered													
30	IT Technician	2	2	2	2	2	2	2	2	2	2	2	2	
31	Teacher Aide	2	2	2	2	2	2	2	2	2	2	2	2	
32														
33														
34														
35	Total	32	32	32	32	32	32	30	32	32	32	32	32	

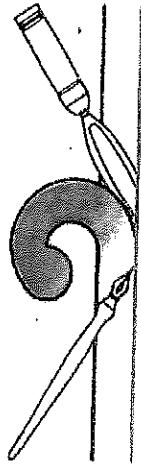
Request for Application to operate a Partnership Kura opening in 2016/2017
Proposed Budget - Year 6 (2022)
Applicant Name: Kia Ata Mai Educational Trust

Part A - Staffing

Row Number	Staffing Numbers	January	February	March	April	May	June	July	August	September	October	November	December	Comment/Assumptions
1	Management	2	2	2	2	2	2	2	2	2	2	2	2	
2	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
3	Chief Executive Officer	1	1	1	1	1	1	1	1	1	1	1	1	
4	Chief Operating Officer	1	1	1	1	1	1	1	1	1	1	1	1	
5														
6														
7	Administration	2	2	2	2	2	2	2	2	2	2	2	2	
8	Executive Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
9	Office Administrator	1	1	1	1	1	1	1	1	1	1	1	1	
10														
11														
12														
13	Property	2	2	2	2	2	2	2	2	2	2	2	2	
14	Caretaker	1	1	1	1	1	1	1	1	1	1	1	1	
15	Cleaner	1	1	1	1	1	1	1	1	1	1	1	1	
16														
17														
18														
19														
20	Teaching Staff	25	25	25	25	25	25	25	25	25	25	25	25	
21	Registered													
22	Facilitator(s)	22	22	22	22	22	22	22	22	22	22	22	22	
23														
24														
25														
26														
27														
28														
29	Non Registered													
30	IT Technician	2	2	2	2	2	2	2	2	2	2	2	2	
31	Teacher Aide	2	2	2	2	2	2	2	2	2	2	2	2	
32														
33														
34														
35	Total	32	32	32	32	32	32	32	32	32	32	32	32	

Appendices

- 1 Financial Statement/Audited Accounts
- 2 Copies of Milestone responses: Ministry of Education
- 3 Letter of support for the proposal: [REDACTED] s 9(2)(b)(ii) OIA
- 4 Letter of support for the proposal: [REDACTED]
- 5 Letter of support to deliver curriculum content: [REDACTED]
- 6 Letter of support to deliver curriculum content: [REDACTED]
- 7 Letter of support to deliver curriculum content: [REDACTED]
- 8 Letter of support to deliver curriculum content: [REDACTED]
- 9 Implementation Plans
- 10 Evidence of financial contribution by the Sponsor
- 11 CVs (Cath Rau, Hemi Rau, [REDACTED]) s 9(2)(a) OIA
- 12 Draft Classroom Concept Plans: [REDACTED] s 9(2)(b)(ii) OIA



KIA ATA MAI EDUCATIONAL TRUST

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

30 JUNE 2015

KIA ATA MAI EDUCATIONAL TRUST
FINANCIAL STATEMENTS
FOR THE YEAR ENDED

30 JUNE 2015

Schedule of Contents

Directory	2
Statement of Financial Performance	3
Statement of Movements in Equity	4
Statement of Financial Position	5
Schedule of Fixed Assets & Depreciation	6
Accounting Policies & Notes to the Financial Statements	7
Audit Report	9

**Kia Ata Mai Educational Trust
Statement of Financial Performance
For The Year Ended 30 June 2015**



Kia Ata Mai Educational Trust
Statement of Movements in Equity
For The Year Ended 30 June 2015

2014

291,449

OPENING EQUITY

5,835

Net Surplus / Deficit

5,835

Total Recognised Revenue & Expenses

297,284

CLOSING EQUITY

2014

420

Accounts Receivable

420,895

Cash & Deposits

421,315

TOTAL CURRENT ASSETS

193,694

Accounts Payable

57,165

GST Payable

14,900

Income Received in Advance

50,000

Short Term Loan

315,769

TOTAL CURRENT LIABILITIES

105,557

WORKING CAPITAL

191,728

NON-CURRENT ASSETS
Fixed Assets per Schedule

297,284

NET ASSETS

297,284

EQUITY
Closing Equity

297,284

TOTAL CLOSING EQUITY

2015

440,932

Accounts Receivable

955,784

Cash & Deposits

25,783

Prepaid Expenses

1,422,498

TOTAL CURRENT ASSETS

263,592

Accounts Payable

182,752

GST Payable

492,700

Income Received in Advance

938,044

TOTAL CURRENT LIABILITIES

483,453

WORKING CAPITAL

350,477

NON-CURRENT ASSETS
Fixed Assets per Schedule

833,931

NET ASSETS

833,931

EQUITY
Closing Equity

833,931

TOTAL CLOSING EQUITY

6 9(2)(a) OIA

Trustee

23 October 2015
Date

Trustee

23 October 2015
Date





Kia Ata Mai Educational Trust
Notes to the Financial Statements
For The Year Ended 30 June 2015

1. Statement of Accounting Policies

(a) Reporting Entity

Kia Ata Mai Educational Trust (The Trust) was incorporated on 27 July 1994 under the Charitable Trusts Act 1957 to administer both government and other programmes. These financial statements have been prepared as general purpose financial reports. The financial statements have been prepared in accordance with the requirements issued by the NZ Institute of Chartered Accountants. The general accounting policies recognised as appropriate for the measurement and reporting of results is under the historical cost method. Accrual accounting has been used to match expenses and revenues.

(b) Differential Reporting

The Trust is a qualifying entity for the purposes of the Framework for Differential Reporting as it is not publicly accountable and is not considered large as defined by the Framework for Differential Reporting. The Trust has taken advantage of all differential reporting exemptions.

(c) Revenue Recognition

Grants and contract funding received, which contribute to revenue, are recognised in the Statement of Financial Performance as soon as any obligations attaching to those grants have been met.

(d) Accounts Receivable

Accounts receivable are stated at their estimated realisable value. No provision is made for doubtful debts.

(e) Fixed Assets

Fixed assets have been recorded at cost less accumulated depreciation.

(f) Depreciation

Depreciation has been calculated on a straight line basis, which will write off assets over their estimated useful lives. The useful lives of the major assets have been estimated as follows:

Motor Vehicles & Accessories	3 years	Residual Value 20%
------------------------------	---------	--------------------

The depreciation rate on motor vehicles was increased from 20% to 33% due to increased travel.

(g) Goods and Services Tax

The Trust is registered for GST. The financial statements exclude GST, except for accounts payable and accounts receivable closing balances disclosed in the Statement of Financial Position on page 5.

(h) Income Tax & Charitable Status

The Trust has charitable status and is exempt from income tax. The Trust was registered as a charitable entity under the Charities Act 2005 on 30 June 2008.



Fixed Assets		Motor Vehicles		Total Fixed Assets	
Cost/ Valuation	Accum Depn	Cost/ Valuation	Accum Depn	Cost/ Valuation	Accum Depn
676,417	89,858	676,417	89,858	1,352,834	179,716
191,728	34,783	191,728	34,783	383,456	69,566
394,629	55,075	394,629	55,075	769,378	110,150
34,783	9,136	34,783	9,136	69,566	19,281
9,136	2,741	9,136	2,741	18,377	5,395
33		33		66	
Depn		Depn		Depn	
Closing		Closing		Closing	
350,477		350,477		700,954	

KIA ATA MAI EDUCATIONAL TRUST
SCHEDULE OF FIXED ASSETS AND DEPRECIATION
AS AT 30 JUNE 2015

Kia Ata Mai Educational Trust
Notes to the Financial Statements
For The Year Ended 30 June 2015

(k) Changes in Accounting Policies

There have been no material changes in accounting policies. All policies have been applied on bases consistent with those used in the prior year.

2. Audit

The financial statements for the year ended 30 June 2015 have been audited.

3. Trustee Fees

There were no Trustee Fees paid during the year ended 30 June 2015 (2014, nil).

4. Related Parties

There were related party transactions between some Trustees and the Trust for work performed, which they are compensated for.

5. Contingent Liabilities & Capital Commitments

There were no contingent liabilities or capital commitments at 30 June 2015 (2014, nil).

6. Significant Events After Balance Date

There have been no subsequent events to balance date which require disclosure in or adjustment to the financial statements. (2014, nil)

To the Trustees of the Kia Ata Mai Educational Trust

We have audited the financial statements of the Kia Ata Mai Educational Trust on pages 3 to 8, which comprise of the statement of financial position as at 30 June 2015, and the statement of financial performance, statements of movements in equity for the year then ended, and a summary of significant accounting policies and other explanatory information.

Trustee Responsibility for the Financial Statements

Trustees are responsible for the preparation of a financial statements in accordance with generally accepted accounting practice in New Zealand and that give a true and fair view of the matters to which they relate, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities

It is our responsibility to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements that give a true and fair view of the matters to which they relate in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Other than in our capacity as a auditor and some minor compilation of the financial statements, we have no relationship with, or interests in, Kia Ata Mai Educational Trust

Opinion

In our opinion, the financial report on pages 3 to 8:
· present fairly, in all material aspects the financial position of the Kia Ata Mai Educational Trust as at 30 June 2015 and of its financial performance for the year then ended in accordance with general accepted accounting practice in New Zealand.

Report on Other Legal and Regulatory Requirements

We have received the information and explanations we have required.

In our opinion proper accounting records have been kept by the Trustees as far as appears from our examination of those records.

Jefferies Nock & Associates

Jefferies Nock & Associates Chartered Accountants
187 Peachgrove Road Hamilton
23 October 2015



MINISTRY OF EDUCATION

Te Tihikanga o te Mātauranga

20 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

83 Waingaro Road

Ngāruawahia 3720

Te Rau Māori Student

Achievement Group

45-47 Pipilela Street

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Tēnā koe Cath

Milestone 1 Response - Contract CW 23380 – Tūmaki and Management

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with five kura allocated under the Professional Leadership and Development (PLD) programme.

There is a comprehensive plan provided for each kura based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.NgahanaHartley@minedu.govt.nz or by phone on (04)463-8217.

Nāku noa

Frances Walsh

Service Delivery Manager

s 9(2)(a) OIA

MINISTRY OF EDUCATION
Te Tihikanga o te Mātauranga

24 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

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Fax: 0-4463 8001
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Tēnā koe Cath,

Milestone 1 Response - Contract CW 23380 - Assessment

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with seven kura and a single cluster which involves 10 kura allocated under the Professional Leadership and Development (PLD) programme.

There is a comprehensive plan provided for each kura based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.NgahanaHartley@minedu.govt.nz or by phone on (04) 463-8217.

Nāku noa

s 9(2)(a) OIA

Frances Walsh
Service Delivery Manager

MINISTRY OF EDUCATION
Te Tihikanga o te Mātauranga

20 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

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Ngāruawahia 3720

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Tēnā koe Cath

Milestone 1 Response - Contract CW 23380 - Te Rau Matatini

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with a total of 84 kura. 74 individual kura and a single cluster which involves 10 kura allocated under the Professional Leadership and Development (PLD) programme.

There are significant numbers in this PLD provision. A comprehensive plan has been provided for each kura based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.NgahanaHartley@minedu.govt.nz or by phone on (04) 463-8217.

Nāku noa

s 9(2)(a) OIA

Frances Walsh
Service Delivery Manager

MINISTRY OF EDUCATION

Te Tihitanga o te Mātauranga

20 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

83 Waingaro Road

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Tēnā koe Cath

Milestone 1 Response - Contract CW 23380 - Pūtaiao

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with 8 kura and a single cluster which involves 10 kura allocated under the Professional Leadership and Development (PLD) programme.

There is a comprehensive plan provided for each kura based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.NgahanaHartley@minedu.govt.nz or by phone on (04) 463-8217.

Nāku noa

Frances Walsh

Service Delivery Manager

§ 9(2)(a) OIA

MINISTRY OF EDUCATION

Te Tihitanga o te Mātauranga

10 March 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

83 Waingaro Road

NGĀRUAWAHIA 3720

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Tēnā koe Cath

Milestone Response 3 Contract 383-5907-15 Programmes for Students

Thank you for your milestone report. This report acknowledges progress made to date with your programme of work.

The range of programmes and tools, will contribute to a database of information of what works for students in the Māori medium sector.

The Tīhei Reo Mātatini programme development is cause for some exciting teaching and learning for ākonga, mokopuna, whānau, Kaiako and Tumuaki. Learners of all abilities are supported by the eight different components from Te Tīhei Reo Mātatini and the on-going development of this programme in the future with a wider cohort of ākonga should provide interesting reading.

The building up of kaiako confidence and competence with the diagnostic screening tool, He Mātai Māitātupu encourages kaiako to plan deliberate acts of learning for their ākonga.

If you have any questions about this milestone response, please contact Una Thomas by email at Una.Thomas@minedu.govt.nz or by phone on (04) 463-8039.

Nāku noa nā

Frances Walsh

Manager Service Delivery

Te Reo Māori Student Achievement Group

§ 9(2)(a) OIA

MINISTRY OF EDUCATION

Te Tihikanga o te Mātauranga

24 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

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Tēnā koe Cath,

Milestone 1 Response - Contract CW 23380 - Te Rau o te Kaitiaki

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with seven kura and a single cluster which involves 10 kura allocated under the Professional Leadership and Development (PLD) programme.

There is a comprehensive plan provided for each kura based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.Ngahanahartley@minedu.govt.nz or by phone on (04) 453-8217.

Nāku noa

Frances Walsh

Service Delivery Manager

§ 9(2)(a) OIA

MINISTRY OF EDUCATION

Te Tihikanga o te Mātauranga

20 April 2015

Cath Rau

Director

Kia Ata Mai Educational Trust

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Tēnā koe Cath

Milestone 1 Response - Contract CW 23380 - Te Marautanga o Aotearoa

Thank you for your milestone report. This report meets the requirements of the contract. We note that Kia Ata Mai Educational Trust is working with a total of four individual kura and a single cluster which involves 10 kura allocated under the Professional Leadership and Development (PLD) programme.

A comprehensive plan has been provided for each kura and the cluster based on evidence gathered from multiple sources. The plan includes SMART outcomes derived from analysed baseline data.

We look forward to your next report outlining shifts in knowledge, practice and outcomes as a result of your professional learning and development support.

If you have any questions about this milestone response, please contact Grace Ngahana-Hartley by email at Grace.Ngahanahartley@minedu.govt.nz or by phone on (04) 453-8217.

Nāku noa

Frances Walsh

Service Delivery Manager

§ 9(2)(a) OIA

[REDACTED] s 9(2)(b)(ii) OIA

22 September 2015

Ministry of Education
Wellington.

Tena koe

Letter of Support for application by Kia Ata Mai Educational Trust to establish Kura Hourua/
Charter School in Waikato Region.

[REDACTED] s 9(2)(b)(ii) OIA

[REDACTED] are very pleased to issue this letter of support for the application by Kia Ata Mai Educational Trust to establish a Kura Hourua in the Waikato Region.

Kia Ata Mai have a long history of outstanding work dating back years alongside the Ministry of Education and have a solid and very respectable reputation for delivering quality and excellent educational services among other providers and kura/schools. They have a robust infrastructure, both at governance and management level, to support their operations and a dedicated, well qualified staff totally committed to getting best results for priority learners.

Our own organisation has worked extensively with Kia Ata Mai in the areas of Maori medium programmes for students, professional learning and development (PL&D), governance support for kura ā iwi and the Cloud services project. We have found them to be extremely professional and very competent and confident in the way they work with exceptional relationship building skills to bring out the best in all groups and learners they are associated with.

[REDACTED] s 9(2)(b)(ii) OIA

[REDACTED] are greatly impressed by their intended focus on Years 7 to 13 students who have missed out on educational opportunities in the past which undoubtedly presents many challenges, however we know their careful research, analysis of educational trends, organisational capability and capacity and thorough over-arching programme and curriculum planning will ensure the success of their Kura Hourua.

We wish Kia Ata Mai the very best of luck with their Kura Hourua application.

If you require further clarification please do not hesitate to contact our Executive Officer [REDACTED] whose contact details are on this letter.

[REDACTED] s 9(2)(a) OIA

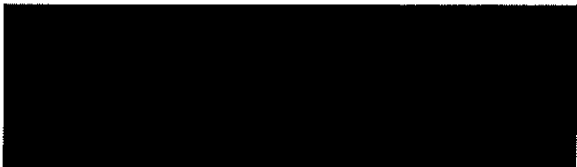
Nono ora mai ra i raro i ngā manākitanga o te Wāhi Ngaro.

No mau illi mai ra

[REDACTED] s 9(2)(a) OIA

Chairs

[REDACTED] s 9(2)(b)(ii) OIA



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

Ministry of Education
Private Bag
WELLINGTON

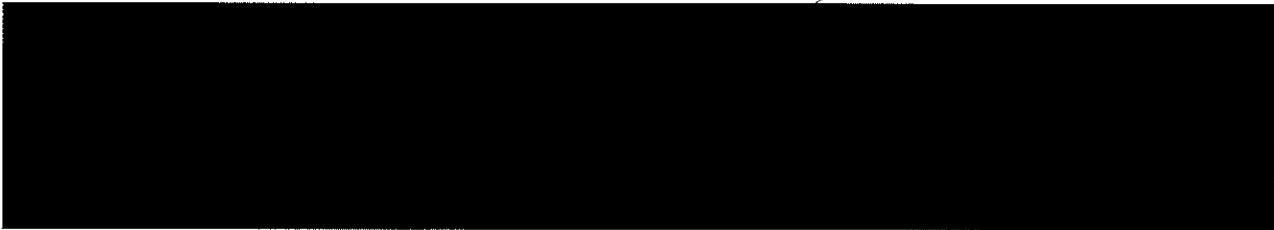
**RE: KIA ATA MAI EDUCATIONAL TRUST
APPLICATION TO OPERATE A KURA HOURUA: PARTNERSHIP SCHOOL**

To whom it may concern

We understand that Kia Ata Mai Educational Trust is submitting a proposal to operate a Kura Hourua.

The purpose of this letter is to support their application.

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

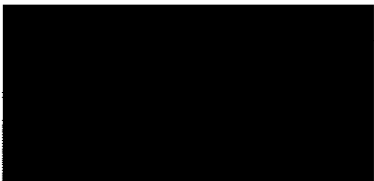


Kia Ata Mai Educational Trust have briefed us on the nature and intent of the school they are planning to operate which aligns with what we are wanting to achieve.

In particular, we welcome their efforts to address the academic achievement and engagement of Māori students in English medium schools within our tribal boundary in new and innovative ways. We believe this is absolutely critical and therefore fully support the establishment of a Kura Hourua in Waikato.

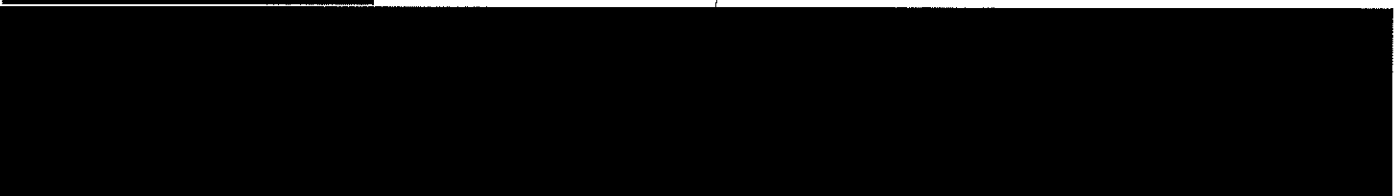
We certainly look forward to the Ministry favourably considering the Kia Ata Mai Educational Trust proposal. Please do not hesitate to contact me if you require any further information regarding our support.

Ngaa manaakitanga



s 9(2)(a) OIA

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



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

14 October 2015

Kia Ata Mai Educational Trust
P.O. Box 166
Ngāruawāhia, 3742

Re: In support of the application to operate a Partnership School.

Tēnā koutou e te Poari

Tēnā koutou me ngā āhuetanga o te wā. Tēnā hoki koutou e whai atu nei i te kaupapa hei hiki i ngō tātou taiohi Māori mā te tono kia whakatūria he Kura Ngātahi mō tō tātou iwi ki te Tari Mātauranga.

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

I am thrilled and excited to provide support to the application by Kia Ata Mai Educational Trust to establish a Partnership School in Hamilton, particularly in regard to providing a vocational pathway as a key focus.

international. Our mission is to build a stronger community through education, research and career development and as a vision, we are proud to be a high quality with strong collaborative partnerships on shore and off shore, enabling us to compete in a global market.

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

Māori outcomes and success is a high priority for and business plans 2016 have been developed to achieve this.

In support of this application there is a clear intent and alignment for more young people to be engaged in education with clear pathways from school to tertiary to work, in particular partnerships with schools across vocational pathways by 2018. And appropriately, those programmes with a high proportion of Māori students will include Māori cultural components in delivery methodology.

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

More specifically as an example, we are in Māori and Pasifika Trades Training, to increase skills and apprenticeships leading to employment.

We understand that the application is in the early stages of developing the Partnership School, however this letter sets out our interest and commitment to entering a collaborative arrangement to achieve the objectives of our respective organisations.

Finally as Pouārahi Māori – Director Māori, high praise to the Trust for the educational leadership and innovation you have provided to the benefit of kura and communities across Aotearoa over the past two decades. Your vision and foresight in recognising the unmet needs of taiohi Māori at a critical time of their learning and career journey is a continuation of that drive and leadership.

Nāku noa,

s 9(2)(a) OIA

[REDACTED]

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

23 October 2015

Ministry of Education
Wellington

To Whom It May Concern

This letter is in support of an application by Kia Ata Mai Educational Trust to operate a Partnership School in 2017.

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

[REDACTED] is a leading global infrastructure consultancy offering asset management and development services to local and global sustainable communities, facilities and environments through development and management of world class social and fixed infrastructure. We currently have 2500 employees in 40 locations in NZ engineers, designers, planners, property, architecture, researchers and technical specialists advisors worldwide.

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

Our [REDACTED] Hamilton Office has been working with local schools for a number of years and our work experience opportunities, internships and cadetships, graduates have been well populated.

We are pleased Kia Ata Mai Educational Trust's vision is to encourage more Maori students to become engineers and we intend working with them in the foreseeable future, if their application.

Please do not hesitate to contact me if you have any questions.

Regards

[REDACTED]

s 9(2)(a) OIA

[REDACTED]

27 October 2015

To Whom It May Concern:

Letter of Support for Kia Ata Mai Education Trust

[REDACTED] am pleased to support the application for the creation of a Partnership School/Kura Hourua, led by Kia Ata Mai Educational Trust.

[REDACTED] supports the presence of a school that will support STEM education for priority learners, in a manner that promotes entrepreneurship, individual creativity and an accessible pathway into work -all underpinned by kaupapa Māori.

We believe that the proposed Kura Hourua will be highly beneficial, not only for those students, but also the wider community as well.

Having been at the cutting edge of app development in New Zealand [REDACTED] has seen firsthand, the importance that STEM education plays in one's ability to innovate. Our people are able to use their skills not only to produce exciting software across multiple platforms, but also to create apps that solve complex social issues -such as curbing Type 2 Diabetes and facilitating the quitting of smoking.

Currently, there is a gap in the provision of formal iOS education in New Zealand, despite the high demand for developers for Apple software. At [REDACTED] our response to this has been to train iOS developers in-house, and begin working with education providers to facilitate formal training.

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

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

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

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

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

Our expertise in providing training, combined with our understanding of the needs of the market and our extensive networks, puts us in the best place to commit the following support to the Kura Hourua:

- Working with the school to create an iOS Mobile Application Development Curriculum
- Network Design Assistance for the school's innovation hub
- Facilitating connections between the school and [REDACTED] existing networks, including Apple and Google.


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

I have personally met with [REDACTED] to discuss this proposal, and we are confident in the aims of this application.

s 9(2)(a) OIA


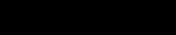
s 9(2)(b)(ii) OIA

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



20 October 2015

Dear Cath Rau on behalf Trustees Kia Ata Mai Educational Trust,

Following conversations with your team regarding the Partnership School / Kura Hourua,   would like to offer our support to collaborate on this project. As previously discussed we share your desire to see Māori and Pacifica well represented in the tech sector.

In particular to be able to share what we have learnt around the delivery of immersive web development training including but not limited to:

Training delivery - immersive "learn by doing" training that replicates a real life environment setting students up with the skills and tools that industry wants.



Curriculum development - development of curriculum to support immersive intensive training. An iterative and modular approach that fits the needs of industry.

MOOC development - Curriculum specifically designed for online based learning.

Teacher training - The training of teachers to be able to facilitate the learning of others in immersive web development programmes

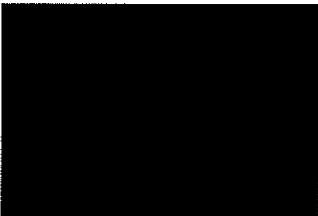
Leadership training - delivered in conjunction with our immersive programme to meet the skills desired by the tech sector.

Soft skills development - We are renowned for our ability to train and develop our students soft skills. This is the the most desired and valued aspect of a potential hire to industry.

 is an intensive training school for developers. A school that takes the most passionate and driven students. Training them in modern development technologies and methodologies, and giving them the skills to hit the ground running in a commercial development environment.  aims to replicate a real life programming environment. Giving students first hand experiences and the skills to excel as a web developer.





















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

We wish you well with Partnership School / Kura Hourua Application and look forward to taking our collaboration to the next level.



s 9(2)(a) OIA

	Name	Duration	Start	Finish	Predecessors
1	<input type="checkbox"/> PLANNING	46d?	02/01/2016	04/04/2016	
2	Assemble Project Team	2d?	02/01/2016	02/02/2016	
3	Plan Project Kick-off Meeting	3d?	02/02/2016	02/04/2016	
4	<input type="checkbox"/> Project Team Kick Off	1d?	02/05/2016	02/05/2016	
5	<input type="checkbox"/> Meet School Sponsors & Supporters	1d?	02/05/2016	02/05/2016	
6	Review & Confirm Te Kōpuku School Strategy	1d?	02/05/2016	02/05/2016	
7	Confirm Project RACI	1d?	02/05/2016	02/05/2016	
8	Review & Confirm Project Streams	1d?	02/05/2016	02/05/2016	
9	Review & Confirm High Level Project Plan	1d?	02/05/2016	02/05/2016	
10	Create Issues & Risk Register	1d?	02/05/2016	02/05/2016	
11	Agree on Weekly Meeting Schedule	1d?	02/05/2016	02/05/2016	
12	<input type="checkbox"/> Admin Stream	26d?	02/05/2016	03/11/2016	
13	Create Project Plan	1d?	02/05/2016	02/05/2016	
14	Appoint School Manager	5d?	02/08/2016	02/12/2016	
15	Review & Confirm Te Kōpuku School Strategy	5d?	02/15/2016	02/19/2016	
16	Agree Sponsors (defacto Board) workplan	5d?	02/15/2016	02/19/2016	
17	Agree Annual Business Plan	5d?	02/22/2016	02/26/2016	
18	Agree Operations Plan	5d?	02/22/2016	02/26/2016	
19	Confirm School Budget	5d?	02/22/2016	02/26/2016	
20	Review & Confirm Partnership Strategy	5d?	02/29/2016	03/04/2016	
21	Create Marketing Strategy	5d?	02/29/2016	03/04/2016	
22	Create Recruitment/Staffing Strategy	5d?	03/07/2016	03/11/2016	
23	Create Enrolment Strategy	5d?	03/07/2016	03/11/2016	

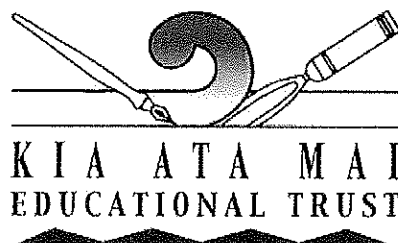
24		Curriculum Stream	16d?	02/08/2016	02/29/2016
25		Review & Confirm Curriculum Approach	5d?	02/08/2016	02/12/2016
26		Define Curriculum Assembly & Approach	10d?	02/08/2016	02/19/2016
27		Create High Level Curriculum Statements	1d?	02/15/2016	02/15/2016
28		Develop Curriculum Goals per Year level	10d?	02/15/2016	02/26/2016
29		Create Curriculum Project Plan	1d?	02/29/2016	02/29/2016
30		Facilities Stream	45d?	02/01/2016	04/01/2016
31		Review & Confirm Facilities Brief	5d?	02/08/2016	02/12/2016
32		Contract Architect	5d?	02/08/2016	02/12/2016
33		Negotiate Lease with Preferred Location landowner	20d?	02/01/2016	02/26/2016
34		Seek Initial Quotes for Facilities, Fit-out, Infrastructure	10d?	02/15/2016	02/26/2016
35		Prepare & Release RFP for Facilities Stream	10d?	02/22/2016	03/04/2016
36		Assess RFPs, shortlist & make recommendation to Sponsors (defacto Board)	10d?	03/21/2016	04/01/2016
37		Create Facilities Project Plan	5d?	03/28/2016	04/01/2016
38		Planning Review: Go-No Go	1d?	04/04/2016	04/04/2016
39		Admin Stream	1d?	04/04/2016	04/04/2016
40		Curriculum Stream	1d?	04/04/2016	04/04/2016
41		Facilities Stream	1d?	04/04/2016	04/04/2016
42		DESIGN	80d?	03/14/2016	07/01/2016
43		Admin Stream	35d?	03/14/2016	04/29/2016
44		Review & Confirm Governance & Management Strategy	5d?	03/21/2016	03/25/2016
45		Review & Confirm School Policies and Procedures	5d?	03/21/2016	03/25/2016
46		Design & Create Marketing Plan	10d?	03/21/2016	04/01/2016
47		Design & Create Recruitment/Staffing Plan (incl. Job Descriptions, templates)	35d?	03/14/2016	04/29/2016
48		Advertise & recruit key leadership roles (CEO, COO)	25d?	03/14/2016	04/15/2016

49		Interview & Finalise CEO & COO roles with Sponsor (Defacto Board Appointments)	10d?	04/18/2016	04/29/2016
50		Design & Create Enrolment Plan (Incl. Registration of Interest Forms)	10d?	03/28/2016	04/08/2016
51		Design School Website	15d?	03/28/2016	04/15/2016
52		<input checked="" type="checkbox"/> Curriculum Stream	45d?	05/02/2016	07/01/2016
53		Define & describe Progressions to illuminate progress	10d?	05/02/2016	05/13/2016
54		Create Rubrics & Map to Progressions	10d?	05/02/2016	05/13/2016
55		Design & Map Curriculum to Vocational Pathways	5d?	05/16/2016	05/20/2016
56		Map External Curricula to National Standards	10d?	05/16/2016	05/27/2016
57		Design Framework & Process for Graduate Student Profile	5d?	06/06/2016	06/10/2016
58		Design Framework & Process for Teacher Professional Enquiry	5d?	06/06/2016	06/10/2016
59		Design Framework & Process for Te Ara Ako (student learning pathway)	5d?	06/06/2016	06/10/2016
60		Design Framework for Appraisal System	5d?	06/06/2016	06/10/2016
61		Finalise Detailed Curriculum Statements	5d?	06/13/2016	06/17/2016
62		Create Outline of Code of Conduct Statement	5d?	06/13/2016	06/17/2016
63		Create Inventory of existing Learning Resources	10d?	06/13/2016	06/24/2016
64		Create Statement/Policy document for Restorative Process	5d?	06/20/2016	06/24/2016
65		Define Learning Resources to be created	5d?	06/27/2016	07/01/2016
66		<input checked="" type="checkbox"/> Facilities Stream	45d?	03/28/2016	05/27/2016
67		Finalise quotes for Facilities, fit out, infrastructure	5d?	03/28/2016	04/01/2016
68		Award Contract Build / Fitout	5d?	04/04/2016	04/08/2016
69		Negotiate contracts with preferred providers for contract Build / Fitout / Infrastructure	15d?	04/11/2016	04/29/2016
70		Prepare, Submit & Obtain Resource Consent	20d?	05/02/2016	05/27/2016
71		<input checked="" type="checkbox"/> Design Review - Go-No Go	1d?	05/30/2016	05/30/2016
72		Admin Stream	1d?	05/30/2016	05/30/2016
73		Curriculum Stream	1d?	05/30/2016	05/30/2016

74		Facilities Stream	1d?	05/30/2016	05/30/2016
75		IMPLEMENT	106d?	06/06/2016	10/31/2016
76		Admin Stream	85d?	07/04/2016	10/28/2016
77		Finalise Government & Management Policies & Processes	5d?	07/04/2016	07/08/2016
78		Finalise School Policies & Procedures	5d?	07/04/2016	07/08/2016
79		Finalise licenses and contracts for External Curricula	20d?	07/04/2016	07/29/2016
80		Launch Marketing Plan "Awareness Campaign"	20d?	07/04/2016	07/29/2016
81		Soft Launch Website	1d?	08/01/2016	08/01/2016
82		Commence Recruitment/Staffing Plan	15d?	08/15/2016	09/02/2016
83		Commence Enrolment Tours	5d?	09/19/2016	09/23/2016
84		Commence Enrolment Registrations of Interest	30d?	09/19/2016	10/28/2016
85		Commence Community Hui (1 and 2 of 5)	10d?	10/03/2016	10/14/2016
86		Commence Community Awareness & Excitement Activities	15d?	10/03/2016	10/21/2016
87		Curriculum Stream	85d?	06/20/2016	10/14/2016
88		Finalise Progressions	10d?	06/20/2016	07/01/2016
89		Finalise Rubrics mapped to progressions	20d?	07/04/2016	07/29/2016
90		Finalise Curriculum mapped to Vocational Pathways	20d?	07/04/2016	07/29/2016
91		Finalise External Curricula mapped to National Standards	20d?	07/04/2016	07/29/2016
92		Finalise Graduate Profile Framework & Template	20d?	08/01/2016	08/26/2016
93		Finalise Framework & Process for Teacher Professional Enquiry	20d?	08/01/2016	08/26/2016
94		Finalise Framework & Process for Te Ara Ako (student learning pathway)	20d?	08/01/2016	08/26/2016
95		Finalise Framework for Appraisal System	20d?	09/05/2016	09/30/2016
96		Finalise Code of Conduct Statement	20d?	09/05/2016	09/30/2016
97		Finalise Curriculum Statements (Peer reviewed)	20d?	09/05/2016	09/30/2016
98		Finalise Policy for Restorative Processes	20d?	09/05/2016	09/30/2016

99		Engage providers for additional learning resources to be procured and/or created	20d?	09/05/2016	09/30/2016
100		Review Curriculum with local Ministry of Education Office	10d?	10/03/2016	10/14/2016
101		Review Curriculum components with External Service Providers	10d?	10/03/2016	10/14/2016
102		Create Indicative Curriculum for School Annual Handbook	10d?	10/03/2016	10/14/2016
103		Facilities Stream	105d?	06/06/2016	10/28/2016
104		Confirm Resource Consent & Permits	5d?	06/06/2016	06/10/2016
105		Commence Siteworks	5d?	06/20/2016	06/24/2016
106		Commence Contract Build / Fitout / Infrastructure	85d?	06/27/2016	10/21/2016
107		Commence Landscaping	10d?	10/10/2016	10/21/2016
108		Sign off walkthrough / test infrastructure	5d?	10/24/2016	10/28/2016
109		Obtain Completion Certificates	4d?	10/24/2016	10/27/2016
110		Handover Facilities	1d?	10/28/2016	10/28/2016
111		Implement Review - Go-No Go	1d?	10/31/2016	10/31/2016
112		Admin Stream	1d?	10/31/2016	10/31/2016
113		Curriculum Stream	1d?	10/31/2016	10/31/2016
114		Facilities Stream	1d?	10/31/2016	10/31/2016
115		OPERATE & SUPPORT	77d?	10/24/2016	02/07/2017
116		Admin Stream	40d?	10/24/2016	12/16/2016
117		Continue marketing campaign (radio, print, social media)	40d?	10/24/2016	12/16/2016
118		Finalise website	1d?	10/31/2016	10/31/2016
119		Recruit, interview, hire staff to the Recruitment Plan	30d?	11/07/2016	12/16/2016
120		Appoint certificated Facilitators	30d?	11/07/2016	12/16/2016
121		Appoint key support roles (EA, Front office, IT evangelists etc)	30d?	11/07/2016	12/16/2016
122		Appoint subject matter / domain experts	30d?	11/07/2016	12/16/2016
123		Complete Enrolment Tours	15d?	11/07/2016	11/25/2016

124		Complete Community Hui (3 to 5 of 5)	15d?	10/31/2016	11/18/2016
125		Complete Community Awareness & Excitement Activities	15d?	10/31/2016	11/18/2016
126		Complete Enrolment Process	30d?	11/07/2016	12/16/2016
127		☐Curriculum Stream	15d?	10/24/2016	11/11/2016
128		Final Curricula Review (as needed)	5d?	10/24/2016	10/28/2016
129		Review Learning Resources (insourced and outsourced content)	10d?	10/31/2016	11/11/2016
130		Create & Publish Finalised Curriculum in School Annual Handbook	10d?	10/24/2016	11/04/2016
131		☐Facilities Stream	35d?	10/31/2016	12/16/2016
132		School Karakia & Naming followed by Community Open Day(s)	1d?	11/04/2016	11/04/2016
133		Complete Fitout/Infrastructure testing	20d?	10/31/2016	11/25/2016
134		Set-up School Network & Design	2d?	11/28/2016	11/29/2016
135		Provision & Test Innovation Hub, Hardware & Software	13d?	11/30/2016	12/16/2016
136		Complete School signage	10d?	12/05/2016	12/16/2016
137		☐Operate & Support Review: Go - No-Go	1d?	01/23/2017	01/23/2017
138		Admin Stream	1d?	01/23/2017	01/23/2017
139		Curriculum Stream	1d?	01/23/2017	01/23/2017
140		Facilities Stream	1d?	01/23/2017	01/23/2017
141		☐Opening Day Preparations	7d?	01/30/2017	02/07/2017
142		Whole Staff Orientation Day & Whakawhanaunga	1d?	01/30/2017	01/30/2017
143		Facilitator / Teacher Only Day	1d?	01/31/2017	01/31/2017
144		Whānau Hui to assemble Ākonga	1d?	02/03/2017	02/03/2017
145		School Opens	1d?	02/07/2017	02/07/2017



25 October 2015

Ministry of Education
Private Bag
WELLINGTON

SPONSOR INVESTMENT

Tenā koe

On behalf of the Trustees, this letter supports an application by Kia Ata Mai Educational Trust to operate a Partnership School in 2017.

At our Annual General Meeting held today, the Trustees approved the following resolutions:

- a) Approval to make an application to operate a Partnership School;
- b) Approval to invest [REDACTED] in the establishment year (2016) if the proposal is successful; and
s 9(2)(b)(ii) OIA
- c) Approval to invest [REDACTED] in the first year of operations (2017)

We have also attached our latest audited financial accounts ending 30 June 2015 to our application.

Nāku noa

s 9(2)(a) OIA

Cath Rau
(Chair)

Sharyn Ahuroa Harawira
(Trustee)

Robyn Hata-Gage
(Trustee)



s 9(2)(a) OIA

REDACTED

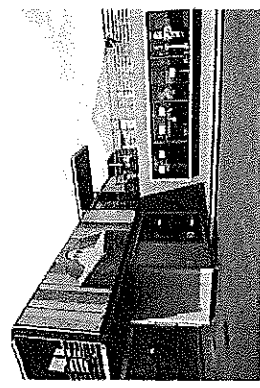
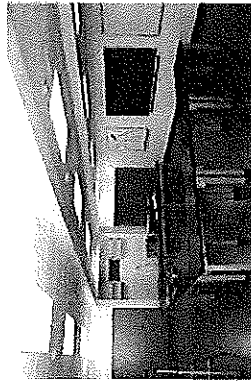
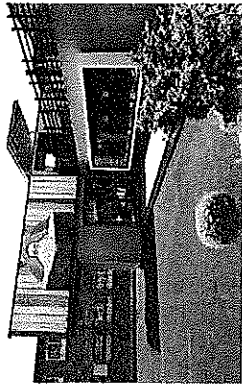
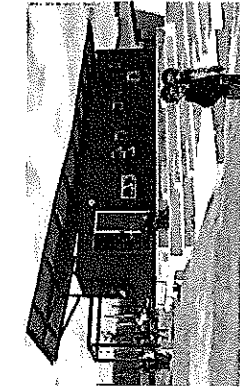
s 9(2)(a) OIA

REDACTED

s 9(2)(a) OIA

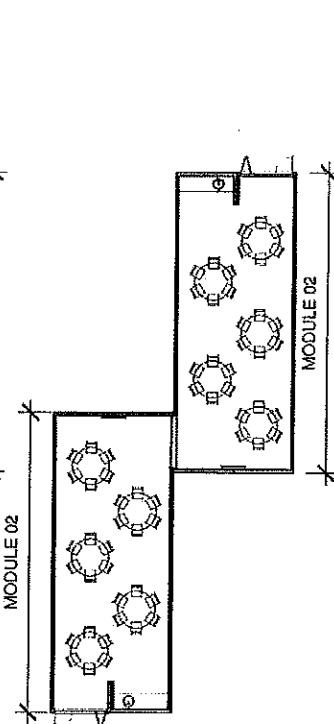
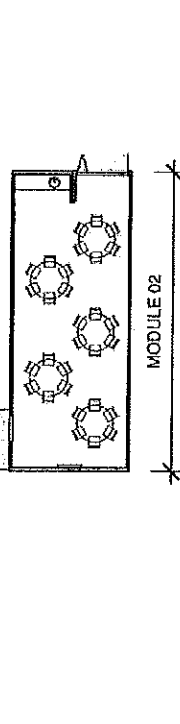
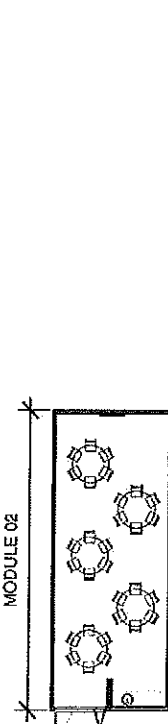
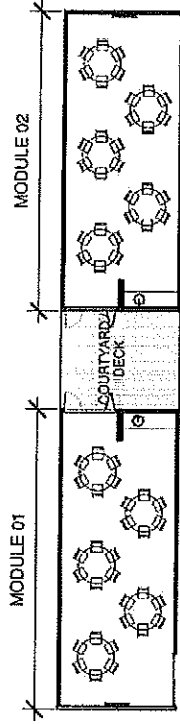
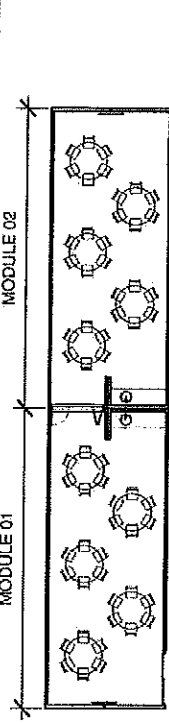
REDACTED

CONCEPT CLASSROOM CONFIGURATIONS

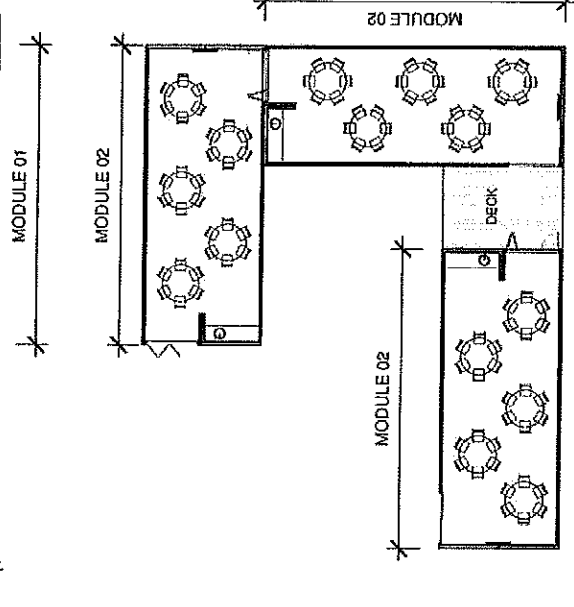
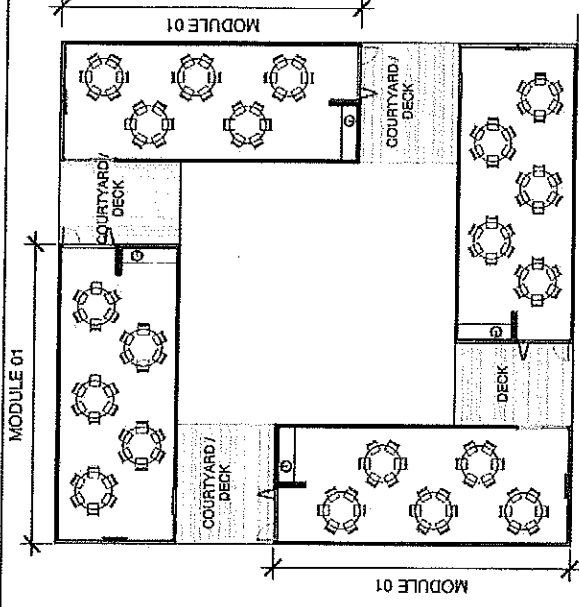


REFERENCE PROJECTS

TE KŌPIRU SCHOOL - CONCEPT CLASSROOM / CONCEPT / 22/10/2015



POTENTIAL CONFIGURATIONS - TWO MODULES



POTENTIAL CONFIGURATIONS - MULTIPLE MODULES

§ 9(2)(b)(ii) OIA

MODULES

