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1 APPLICANT CONTACT DETAILS

I. Contact Person for This Application

Contact person:	Tureiti Moxon			
Position:	Managing Director			
Phone number:	(07) 856 5479			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	[REDACTED]			
Fax number:	(07) 856 5938			
Is the contact person authorised to negotiate?	Yes	✓	No	

II. Sponsor Organisation

Full legal name:	Te Kōhao Health Ltd
Trading name: (if different)	Same
Name of parent organisation:	N/A
Physical address:	180 Dey Street, Hamilton East, Hamilton 3216
Postal address:	P.O. Box 7107, Hamilton East, Hamilton 3247
Website:	www.tekohaohealth.co.nz
Location of head office:	Hamilton
Type of entity (legal status):	Limited liability company / charitable trust
Charity (or) Company registration #:	AK/635320 (Ltd No.) / CC22168 (Trust No.)
Country of residence:	New Zealand

III. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	
Name of organisation:	[REDACTED] s 9(2)(a) OIA
Name of referee:	[REDACTED]
Telephone:	[REDACTED]
Email:	[REDACTED]
Relationship:	[REDACTED]

	B(2)(d) OIA
When:	2010 – 2013

Referee #2	
Name of organisation:	9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2013 to present

Referee #3	
Name of organisation:	9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	1994 – 2014

2 APPLICANT PROFILE

I. Applicant Organisation

- a. Do you intend to establish a new legal entity to run the school? (delete non applicable)

No

- b. Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

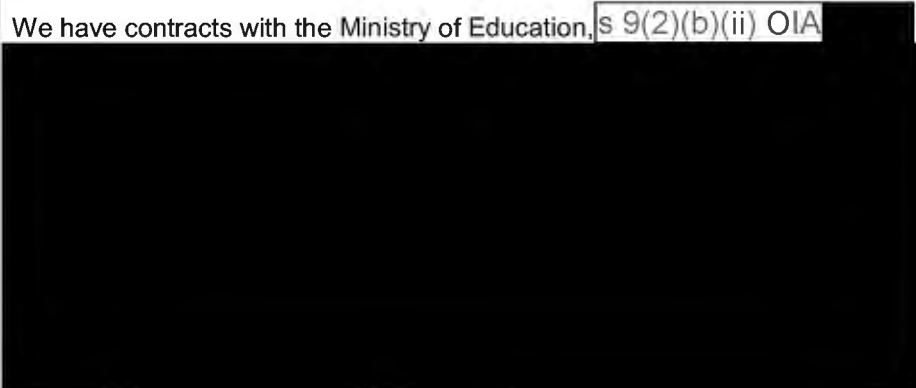
Te Kōhao Health (the sponsor) will run the school.

II. Overview of Applicant's Organisation

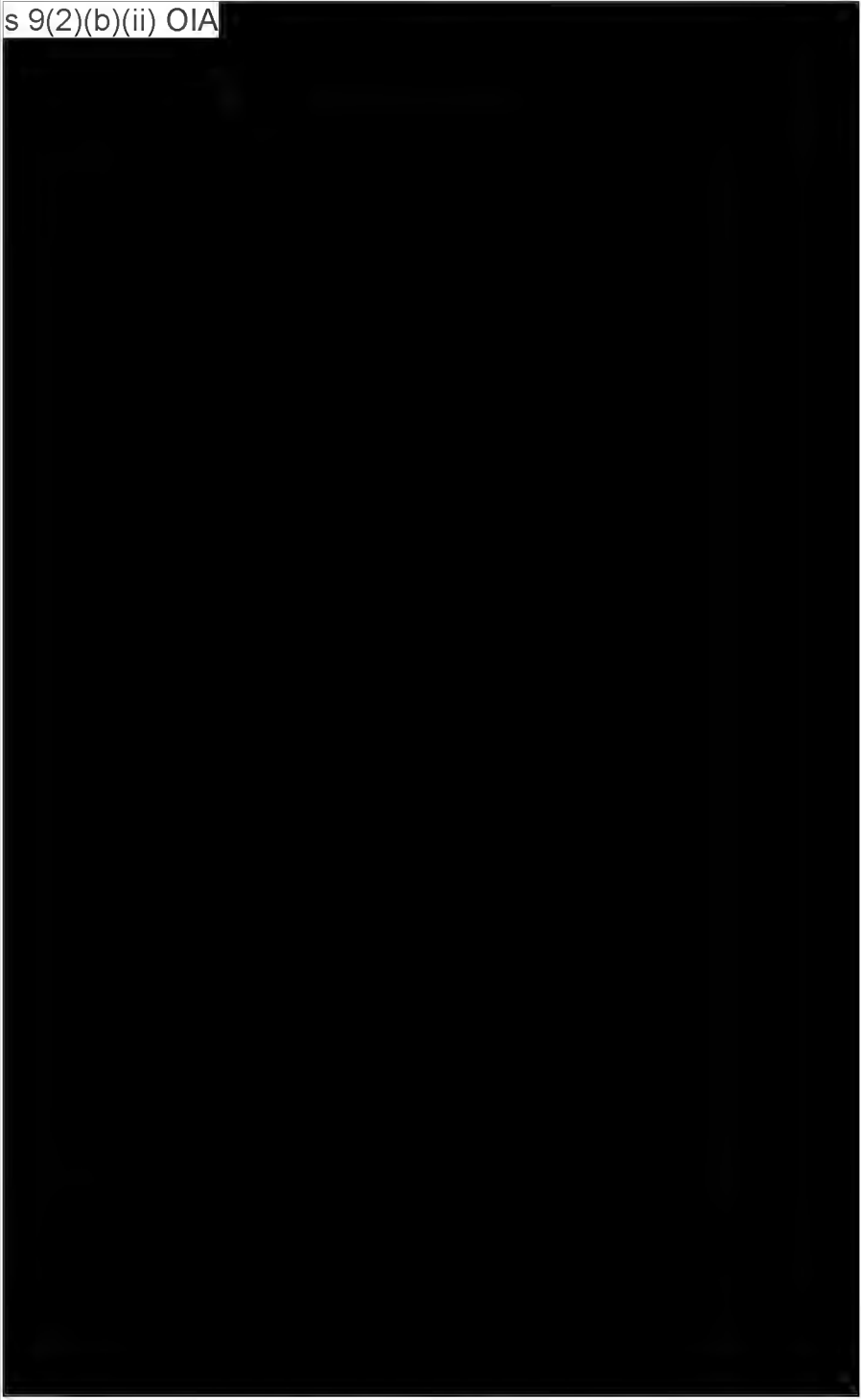
Type of organisation:	brief description of the type of business the organisation specialises in Te Kōhao Health specialises in education, health, social and justice services.
Year established:	1994
History:	<p>Te Kōhao Health is a charitable company and will have been operating for 20 years in November from Kirikiriroa Marae (KKM) servicing the wider Waikato region.</p> <p>Te Kōhao Health was initially established as a medical centre and public health care provider providing low and no cost services to low income whānau of all ethnicities and walks of life.</p> <p>It was always the vision of the kaumatua who established Te Kōhao Health that it would develop into a one stop shop of holistic integrated services from birth to death.</p> <p>Te Kōhao Health now provides in excess of 25 different education, health, social and justice services to 8,000 clients/patients throughout the Waikato region. Currently we have 1028 tamariki who are aged between 4 -10 years old who are enrolled in our services currently.</p>
Summary of experience relevant to your application to operate a Partnership kura:	<p>Te Kōhao Health has held government funded contracts for just under 20 years and are well versed in managing multiple government and non- government agency contracts. We are highly experienced in the development and operation of a growing business and have highly skilled management staff to ensure that all that all performance targets and outcomes are met. We have a strong history of leadership and innovation as well as improvement through analysis, review and evaluation.</p> <p>While we have not operated a school previously we have a highly skilled Tumuaki to operate a Partnership School as well as a growing educational portfolio and knowledge base. These include:</p> <p>Kaiako/Teachers</p> <p>A very experienced Tumuaki who has 14 year's teaching experience in multi-level schools in Aotearoa/New Zealand and overseas.</p> <p>Non-Qualified teacher who is fluent in te reo me ona tikanga.</p> <p>Forest School advisor who has eight years' experience of working in schools in the United Kingdom.</p>

	<p>The Integrated Attendance Services Contract</p> <p>We hold the Integrated Attendance Services contract for the Waikato region (this does not include the Ministry of Social Development Social Sector Trial Schools). We have first-hand knowledge and experience of student disengagement with the current education system. Having said that we have had great success in reducing the recidivism rates of truants. Our Attendance and Whānau Ora teams have been instrumental in supporting whānau to work through their very complex issues as well as assisting them to re-engage with their schools. We have developed a good institutional knowledge base of what works and what doesn't work.</p> <p>Te Kōhao Health Early Childcare Centre</p> <p>Te Kōhao Health has been approved for Targeted Assistance for Participation (TAP) funding to build an early childhood centre in the Enderley/Insoll area. Engaging whānau in their tamariki's education early is the key to positive engagement with education. It is also the key to them lifting their standard of living and getting out of poverty. We envisage that the centre will be in operation in August 2014.</p> <p>Incredible Years Parenting Programme</p> <p>We have been running the Incredible Years parenting programme for the past three years targeting high needs whānau. This 10 week programme offers the opportunity for parents to gain skills to connect and be involved in conversations about their tamariki and their learning.</p> <p>Project Energise</p> <p>Our Project Energise contract (through Sport Waikato) has positively supported tamariki throughout the region for several years now. This programme delivers exercise and nutrition classes for tamariki and educates teachers as well.</p>
Total number of staff in NZ:	145 (full time, permanent part-time and part-time casual staff)
Number of locations in NZ:	We operate from three separate locations - (Hamilton East) Hamilton, (Melville) Hamilton, and Raglan.
Overseas locations:	NA.

III. Current Business Commitments

Business activities:	<p>List organisation's current business activities (e.g. commitments, projects, contracts).</p> <p>We have contracts with the Ministry of Education, s 9(2)(b)(ii) OIA</p> 
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s 9(2)(b)(ii) OIA



State any known limitation or constraints on the organisation being able to deliver against the application requirements.

We have a sound history of delivering services against our contracted targets and outcomes. However there are a number of issues that we continuously grapple with. These include:

- The demand for services is often greater than the number of staff and resources we have to meet that demand.
- Social issues caused by poverty impact greatly on whānau in terms of their education and health. These issues need to be dealt with first before whānau will look at their own needs or wellbeing.
- The cost of access to education and health continue to be barriers to many whānau.

Other Contracts with government	Please find a detailed list of all contracts attached in Appendix 3.
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IV. Probity

1. Probity	
List any pending claims against the organisation:	One possible staff personal grievance. Unsure as to whether or not this will proceed.
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	None

V. Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	N/A – we will implement this contract ourselves.
Address:	N/A
Specialisation:	N/A
Describe the deliverables the Partner / sub-contractor will be responsible for:	N/A
Sub-contractor #2	
Sub-contractor name:	NA – we will implement this contract ourselves.
Address:	NA
Specialisation:	NA
Describe the deliverables the Partner / sub-contractor will be responsible for:	Nil

VI. Financial Information

Current financial status:	<div> Brief description of the organisation's current financial status & stability </div> <div> s 9(2)(b)(i) OIA </div>
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s 9(2)(b)(ii) OIA					
	Gross revenue:	state the gross revenue for the last two years			
s 9(2)(b)(ii) OIA		2013 -		2012 -	
	Net profit (surplus) and Net Assets:	state the net profit (or surplus) for the last two years and the total value of net assets as at the closing date of the last financial period.			
s 9(2)(b)(ii) OIA	Net Profit	2013		2012	
	Net Assets	2013		2012	
	Last audited financial accounts:	insert date of last audited financial accounts			
		30 June 2013			
	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	✓

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3 SCHOOL OVERVIEW

I. School Location

Enter the address / location of your proposed Partnership kura.	60 Tennyson Road, Hamilton
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	No

Table 1: School location

II. Year Groups

List the year groups that your school proposes to serve.

Year 1 to Year 6

III. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Tamariki from low socio economic backgrounds	Tamariki with special education needs
60	TBC	60	TBC

Table 2: Student numbers in priority learner groups

IV. School Roll

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	15	15	0%	15	0%	20	33%	20	0%
2	15	15	0%	15	0%	15	0%	20	33%
3	15	15	0%	15	0%	15	0%	15	0%
4	15	15	0%	15	0%	15	0%	15	0%
5	0	15	0%	15	0%	15	0%	15	0%
6	0		0%	15	0%	15	0%	15	0%
Total	60	75	25%	90	20%	95	6%	100	5%

Table 3: School roll

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4 EXECUTIVE SUMMARY

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

s 9(2)(a) OIA Te Kōhao Health (Te Kōhao) has its roots in health services, but has grown beyond this. We have successfully set-up and operated services such as:

- Whānau Ora family guidance
- Wrap-around social services
- Attendance Services
- Early childhood education activities.

Beyond health, our services have entered the social, justice and education realms – we already have contracts with the Ministry of Education ('the Ministry').

Hamilton East has some of the country's poorest neighbourhoods. This is where we work. By providing affordable, accessible and culturally-aware healthcare, for two decades, we have grown to know the whānau, the conditions and the issues.

Te Kōhao has stable management – we get things done. We have high credibility in this community – we are trusted. This provided the platform for scope increase from health to social services to justice to education and so on. We are successful across these services because of established trust and our depth of community understanding.

More practically, the Te Kōhao platform enables *relief* and *referral*. Our services are not silos working in isolation – they have a successful and efficient support mechanism.

Why we are planning to establish a kura

Our kura will be located in Enderley. Nearby are Fairfield Primary, Insoll Avenue School and the kura kaupapa – Te Kura-Kaupapa-Māori-o-Te-Ara-Rima:

- The state schools have well-regarded Māori cultural activities, but numbers are limited in these programmes
- The kura kaupapa has proficiency requirements – entrants must have a level of Te Reo.

There is a painful gap. A significant group of Māori tamariki lack the background for the kura kaupapa and go to the nearest state primary school. Many fail to get into the Māori language classes (or lack the interest and parental encouragement to try).

These tamariki often don't relate well to the system – they have low expectations, low self-esteem and are culturally lost. Subsequent high school performance is poor and they leave without qualifications or jobs – this is a breeding ground for unemployment, crime, gangs and all the social ills we know well.

The Te Kōhao platform has respect, insight and credibility. We can find empathetic people who have the cultural fit to make a difference in this community. We have done it with doctors, nurses, social workers, Whānau Ora navigators, truancy officers, etc. – we can do it with teachers.

Our teachers won't struggle with social issues like teachers in the surrounding schools. Our teachers will focus on teaching as they have the Te Kōhao platform, and associated wrap-around services, for support.

The gap in local education opportunities leaves a group of our tamariki disenfranchised and headed for unemployment and gang membership. Our platform can help address that gap – we are duty-bound to use it.

We passionately believe that:

Ngā Manukura

The name of our kura will be 'Ngā Manukura.'

Hei ako i ngā manukura o te ao mo apōpō

Receive the preparation to be tomorrow's global citizens

1. Early grounding in a second language significantly improves educational achievement
2. Māori tamariki who learn Te Reo have higher expectations and self-esteem
3. Connection with earth, neighbourhood and ngāhere (forest) is missing for many of our tamariki
4. Learning is enhanced if it involves and leverages the natural environment.

A bilingual primary school (English and Te Reo), harnessing the highly-successful Scandanavian Forest School philosophy, would address the issues and leverage our strengths. Such a kura would be a unique addition to the area – providing tamariki a positive pathway and producing community leaders. That's why we plan to establish a kura.

Mission statement

To provide a high quality bilingual kura in Hamilton city which inspires a thirst for learning through the power of te reo me ona tikanga and the natural environment. High expectations and quality teaching, plus inspirational, positive and fun experience, will ensure our tamariki reach their full leadership potential.

What our school will look like in 5 – 10 years

The kura will be significantly larger and a place of leadership. With Hamilton City council, we will have several established nearby bush locations – outdoors activity will be central to all we do. Successes will be public knowledge with 100% of our tamariki meeting or exceeding National Standards for Te Reo, literacy and mathematics. At least 50% of our senior tamariki will meet NCEA Level 1 standards, or higher. Tamariki transitioning to intermediate will be strong academically, culturally and spiritually – striving towards success.

Performance goals and their measurement

We will collect baseline data at the beginning, middle and end of each year and ensure we are trending towards:

- 100% tamariki meet or exceed national standards.
- Teacher professional development completed.
- 90% of tamariki attending school (excluding justified absence)
- Positive whānau surveys.

Whānau participation and involvement will be monitored closely and results will show at least 90% of whānau are happy with kura performance/support.

Student population/priority goals

We will serve Māori tamariki in years 1 to 6 who do not have the background for the kura kaupapa. They will largely be from low socioeconomic neighbourhoods in Hamilton.

5 PURPOSE AND GOALS

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

Mission and vision

Central to Ngā Manukura is leadership. The vision and mission statements of Ngā Manukura underpin the essence and culture of the kura. And the foundation of this is the Māori World View which has guided our activity at Te Kōhao since the beginning.

The mission and vision of our school is derived from:

- Our *Overarching Principles* and our *Core Values and Attitudes* (see the sidebars on the right)
- The knowledge that a bilingual environment and learning Te Reo enhances both cultural identity and academic achievement
- An understanding that involvement and connection with the natural environment also enhances learning ability and self-esteem

Vision

Kia whakarewa te ihi, te wehi te wana o te tamaiti ki te ao.
Unleash the leadership potential in every tamaiti to the world.

Mission

Our mission is to provide a learning environment where our tamariki:

- Kia tu Māori mana motuhake - Stand proud as Māori
- Whaia te iti Kahurangi – Reach for the stars (Pursue excellence)
- Hei ako i ngā Manukura o te ao mo apōpō – Receive the preparation to be tomorrow's global citizens
- Kia matatau ki ngā tikanga me te reo o te hau kainga, otirā o Tainui waka – Embrace the customs and dialect of Tainui
- Ma rātou e tohu i a rātou ano – Work and play in a tamaiti and whānau-centred world
- Kia piki ake ki ngā taumata teitei o te mātauranga – Set high expectations of each other
- Whaia te mātauranga o te tai ao hei orange mo te tinana, mo te hinengaro me te wairua – Connect to the environment, physically, mentally and spiritually.

Ngā Mātāpono Whānui: The Overarching Principles

- Kōtahi ano te kōhao o te ngira. E kuhuna ai te miro ma, te miro pango, te miro whero. I muri i ahau ki mau ki te aroha, ki ture me te whakaponu.

There is but one eye of the needle through which the white, black and red threads must pass. After I am gone hold fast to the love, to the law and to the faith. Nā Potatau te Wherowhero

- Tiaho i roto, wānanga i roto, marangatia te angitu

Let your inner light shine, let your knowledge grow and you will succeed.

- Whaia tau e hiahia ai, kia eke ai ki te taumata

Strive to fulfil your desire, to ascend the summit

- E whitu ki raro, e waru ki runga

Seven times down, eight times up. Keep going and going until you achieve your dreams and don't give up. Always get up when life gets you down, get up again and keep going.

- Kia Ihiihi, kia wawata, kia whakaahua, kia manukura

Inspire, Aspire, Transform, Lead

In the context of our Hamilton East activity, and our Enderley campus, this mission distils down to:

To provide a high quality bilingual kura in Hamilton city which inspires a thirst for learning through the power of te reo me ona tikanga and the natural environment. High expectations and quality teaching, plus inspirational, positive and fun experience, will ensure our tamariki reach their full leadership potential.

Why we are proposing a school

s 9(2)(a) OIA

We want our tamariki to have an opportunity to excel in life.

We want a better life for our tamariki especially for those who potentially face a life of poverty, dysfunction, alcohol, drugs, gangs, violence and debt.

Just recently at the local Insoll Avenue Primary School a tamaiti was caught selling drugs to the other kids in his class because his father told him to. In January of this year a nine year old boy was filmed on national television in a drunk state at the local skate park having been fed alcohol by a family member.

In our work we see the constant struggle of many of these whānau who live in the poverty on a daily basis. Their main focus is simply survival. Our tamariki are growing up in homes where there are very few positive role models or experiences. It is a life of constant struggle paying the bills and trying to feed their tamariki, let alone supporting them with their education, uniforms, stationary, shoes and school fees. The Ministry of Social Development recognises that anyone living on a benefit is living in poverty and yet very little is being done to change this.

Education is the key to getting out of poverty. School should be a safe place for our tamariki, but they are often made to feel dumb and stupid simply because they cannot relate to what is being taught. They do not possess the foundation or cultural tools to understand or retain what they are being told and yet they are expected to perform at the same level as their peers.

Like their parents many of our tamariki do not feel comfortable in a Māori world or a Pākehā world – simply because they have not been brought up in either.

We are proposing a school which is bilingual and has a strong forest school focus. We will offer those whānau who do not have the option of putting their tamariki into a kura kaupapa an alternative. An alternative that is not available in our community today and where Māori tamariki can enjoy and achieve educational success as Māori. A place where identity, Te Reo, tikanga and the marae are the norm, where tamariki understand and know what Te Tiriti o Waitangi means in their own lives and how this impacts on them as Māori.

Ngā Manukura will be a place where they can learn about their history, the importance of where they come from and who they are. A place where they are valued as Māori and where they can discover and connect with the whenua (land) and te taiao (natural environment), from a Māori perspective, and stand proud. A place where much is expected of a student and, so, much is achieved.

Ngā Uara, Ngā Wiaro: Core Values and Attitudes

- Te Tiriti o Waitangi – Partnership, participation, protection
- Whānaungatanga- Multiple relationship dynamics
- Wairuatanga – Spiritual appropriateness
- Whakapapa – Reflection, consolidation and progression
- Manaakitanga – Hospitality, fairness and respect
- Aroha – An action of empowerment
- Tautoko – Effective support systems
- Awhi – Help, aid, support
- Kawa – Appropriate approaches
- Tikanga – Code of behaviour
- Utu – Reciprocity
- Pono – Integrity
- Mana Rangatira – Leadership
- Rangatiratanga – Authority
- Kotahitanga – Unity
- Mana Māori Motuhake – Autonomy
- Powhiri – Interactive Engagement
- Te Reo Māori – Effective and appropriate communication.

What sets our school apart

Ngā Manukura will be the first bilingual Forest School in the world. Being a part of the Te Kōhao platform means our teachers will be able to focus on teaching and not become de facto social workers.

Te Ao Māori/Te Reo me ona tikanga

Our kura will be bilingual, ensuring that Māori tamariki are immersed in both Te Reo Māori and English. Many other bilingual units are so small that they often have to limit intake. We will ensure that Māori tamariki immersion in Te Ao Māori provides a strong foundation for well-being and achievement.

In 2013 125,352 Māori or 21% could hold a conversation in Te Reo (a 4.8% decrease from the 2008 census). This is a major risk to Māori tamariki. Te Reo is a key Māori success factor and decline illustrates future risks for our culture and country. Learning Te Reo is an important part of developing a sense of identity and sense of achievement, confidence, building support systems and connection, and communication.

As Sir Mason Durie has stated, for Māori to be well, their Reo and Tikanga must be stable and strong.

Te Wao Nui a Tane/Forest School

The concept of 'Forest School,' known as 'Bush School' in New Zealand, originated in Denmark and Sweden. Being immersed in the natural world on a regular basis supports tamariki in developing confidence and build a greater understanding of the world around them. Many of our learners will be from low socioeconomic communities. The natural environment allows these tamariki to develop skills and appreciation of responsibility, safety measures, sustainability and environmental awareness. Research shows that visiting the outdoors regularly, through Forest School, impacts positively on all tamariki and in particular tamariki with behavioural difficulties.

The benefits of Forest School include the development of gross and fine motor skills, increased problem solving abilities and confidence in self-directed learning. In addition, personal, social and emotional skills are promoted through collaborative play and conflict resolution. Another benefit is an increased knowledge and understanding of the natural world and an awareness of environmental issues (Knight 2009).

An integrated approach will be implemented using regular and consistent ngāhere (forest) visits to support curriculum delivery. Our Board will adhere to National Administration Guidelines (NAGs) in ensuring that the curriculum is delivered effectively.

Improving student engagement and achievement

Improvement of engagement and achievement is implicit in the Ngā Manukura concept:

1. Exposure to a second language, while young, is known to enhance learning ability and, hence, achievement.
2. A grounding in Te Reo is known to improve awareness and appreciation of background for Māori tamariki and, hence, their self-esteem, engagement and achievement.
3. Working and learning in the natural world is also known to improve engagement in the young and to enhance their curiosity and, hence, their confidence and achievement.

In addition, we will improve student engagement and achievement by:

- Powhiri – creating a welcoming environment
- Manaaki – providing breakfast and lunch
- Kaitiaki – whānau and tamaiti centric, guardians of the environment
- Employing teachers who:
 - Are passionate about teaching
 - Can engage and motivate leadership in the tamariki
 - Set high expectations for themselves and those around them
 - Can inspire a sense of hunger and thirst for knowledge and learning in the tamariki
- Whānau and tamariki engagement, empowerment and enlightenment strategies (Professor Sir Mason Durie).

Performance objectives plus their achievement and measurement

The following school objectives (Table 4) will act as key performance indicators for teachers.

Objective	How	Measure
Successful Tamariki – Academic Success		
Tamariki have strong literacy and language skills where they meet or exceed national standards Tamariki have strong mathematical skills where they meet or exceed national standards Quality curriculum delivery	<ul style="list-style-type: none"> High quality and passionate teachers Teachers being proficient in both Te Reo and English Te Reo me ona tikanga integrated across the other focus areas to ensure it has a clear presence in all aspects of the curriculum Each teacher will establish a professional development plan to support quality bi-lingual excellence for tamariki. This will include courses in Kura Reo and kura Wananga Assess tamariki for baseline data in reading and writing and mathematical in relation to national standards Implement an Individual Education Plan (IEP) to address education gaps if below required levels Implement recovery programmes to support tamariki if required Our model of <i>Evaluation and Assessment</i> provides a framework in which to customise curriculum delivery to achieve targets. Passionate competent and innovative teachers.	100% tamariki meet or exceed national standards. Teacher professional development completed. Analysis of baseline data collected on a tri-annual basis at the beginning, middle and end of the year.
Successful Tamariki – Successful Whānau, Successful school		
High attendance levels	<ul style="list-style-type: none"> Build strong relationships with tamariki and whānau Implement positive engagement strategies i.e. positive texting programme Rewards system for tamariki i.e. the treasure box, and certificates The Whānau Ora support approach. 	90% of tamariki attending school (excludes justified absences e.g. tangi)
Community and Whānau are engaged	<ul style="list-style-type: none"> Whānau Advisory Group well-supported and attended Strong relationship between whānau and kura, teacher and tamariki Whānau participate in whānau hui Whānau support tamaiti at home Whānau and community support school extra-curricular activities and events. 	Whānau surveys report positive results. At least 90% of whānau are happy with kura performance and support.

Table 4: Objectives and their measurement

Demographic evidence

The national picture for Māori

Statistics from the Ministry of Education (MoE) reveal that each year over 10,000 young people leave school with little or no formal qualifications. Research tells us that across Aotearoa, 36% of all Māori students leave school with no formal qualifications. That same research reveals other disturbing trends that have been part of the New Zealand education system for 175 years:

- Māori retention to senior secondary school is much lower than the retention rate for non-Māori

- Currently less than half of all Māori students stay to complete Year 13 compared to 80% of non-Māori
- Māori success beyond NCEA level 1 is much lower than that of non-Māori
- Māori student attendance is much poorer than for non-Māori
- Māori student suspension, exclusion and stand down statistics are much higher than for non-Māori

For far too long many Māori students enter secondary school with a battered self-image and mana. They are poorly equipped to meet the academic standards required to succeed at NCEA. We have known for 175 years that Māori tamariki entering school at age five are well behind their non-Māori counterparts and never catch up as they progress through the school system.

Ngā Manukura will focus on the critical primary school years to give tamariki the skills and tools they need to excel. Well before the possibility of disengagement occurs. It is our intention to provide a learning environment where our students are retained, engaged, enhanced and rejuvenated. Success in NCEA has to start in Year 1 as we believe growing the whole person early is essential to academic success at age 16.

The nature of our community

Over two decades we have gained an extensive understanding of our community in Hamilton and the wider Waikato.

As we have said, our focus for our primary school will be the Hamilton urban area. We also cover the lower socioeconomic areas in Enderley. We know these areas intimately, but our health, social services and educational contracts (Attendance Services) also give us exposure to the wider Hamilton area.

As an indication of our familiarity with the neighbourhoods that are our prime target for our primary school, below is some community detail.

From the parliamentary electorate website (<http://www.parliament.nz/>) we see that Enderley and neighbouring Insoll each have an 'Index of Deprivation' of 10.

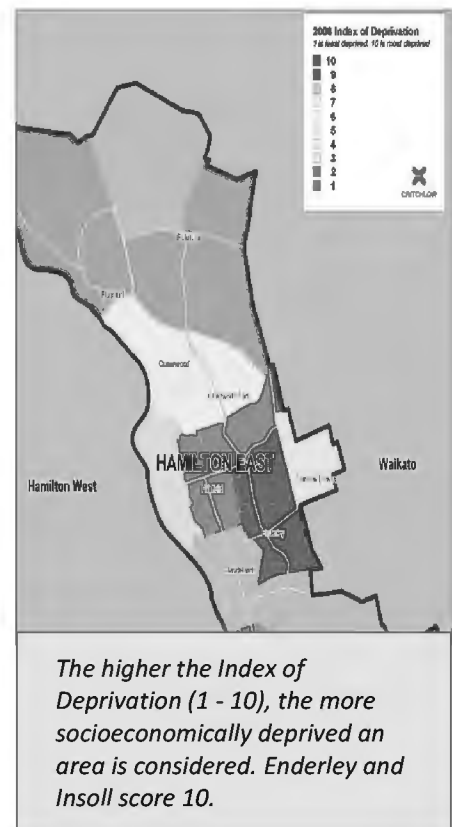
Enderley and Insoll are the lowest socioeconomic areas in Hamilton. Along with this status come a number of demographic factors for Enderley and Insoll (2006 Census data):

- 28.6% of the population are under 15 (compared with 22.9% for Waikato overall)
- 39.9% of the population are Māori (compared with 21% for Waikato overall)
- 14.9% of the population speak Māori (compared with 6.1% for Waikato overall)
- 42.1% of the population over 15 have no formal qualification (compared with 29% for Waikato overall)
- 16.1% of the population over 15 is unemployed (compared with 5.2% for Waikato overall)
- 41.4% of families are one-parent-with-tamariki families (compared with 18.3% for Waikato overall)
- 37.9% of families in private dwellings own the house, with or without a mortgage (compared with 53.7% for Waikato overall)
- \$15,600 is the median income for people over 15 (compared with \$24,100 for Waikato overall).

In brief, Enderley and Insoll are characterised by low income, high unemployment, poor levels of education and high numbers of single parents with high a concentrations of Māori.

Local Schools

Figure 1, below, shows our kura location (red tear drop) and its close proximity to three other primary schools. The demographics of those schools (from ERO reports) are shown after the map). There's a total role of 700 across those kura and the percentages show that over 540 (77%) are Māori. A similar number of pre-schoolers are coming along behind this group.



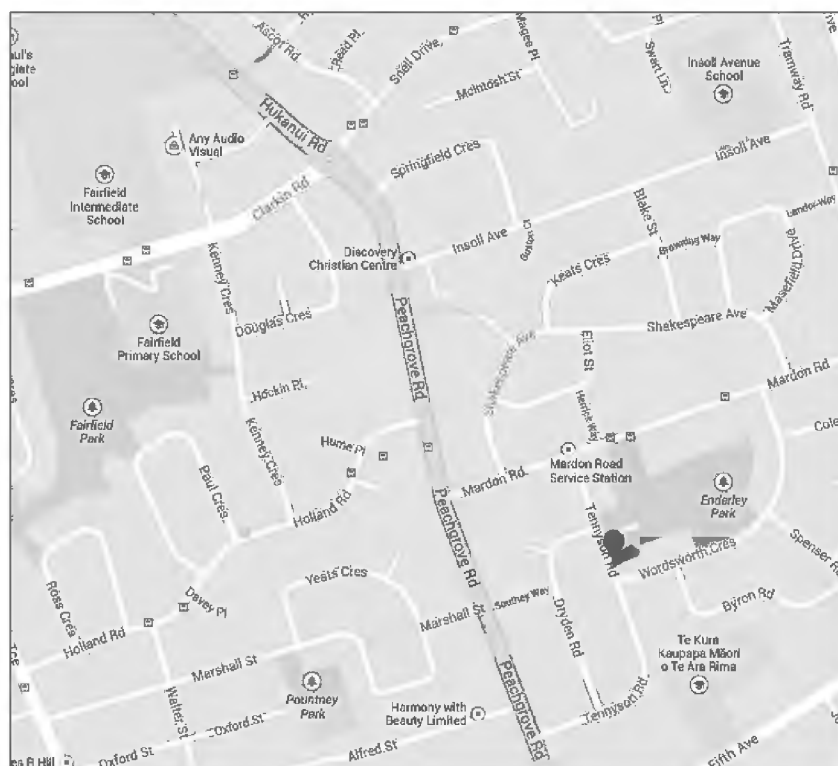


Figure 1: Our kura site and local existing kura

Fairfield Primary:

■ Role	306
■ Boys	55%
■ Girls	45%
■ Māori	68%
■ Tongan	13%
■ NZ European/Pākehā	10%
■ Asian	4%
■ Other Pacific	3%
■ Other ethnic groups	2%

Insoll Avenue School:

■ Role	282
■ Boys	55%
■ Girls	45%
■ NZ Māori	79%
■ Samoan	7%
■ NZ European	6%
■ Tongan	2%
■ Cook Island Māori	1%
■ Other	5%

Te-kura-Kaupapa-Māori-o-Te-Ara-Rima:

■ Role	112
■ Girls	65
■ Boys	47
■ NZ Māori	100%

The numbers indicate that there is a rich vein of potential Ngā Manukura students in our target neighbourhoods (and we know this from our medical and social work records). Plus we can draw from wider Hamilton and we know there is demand for the proposition we are making.

More importantly though, it's not about taking 'share' from other kura or catering for a potential lack of places. It's about targeting the gap – the significant group of Māori tamariki who don't have the background to attend the Te Reo immersion kura and so go to the nearest state primary school. Once at those kura, many fail to get into the Māori language classes (or lack the interest and parental encouragement to even try). These tamariki often don't relate well to the traditional mainstream education system – they have low expectations, low self-esteem and are culturally lost.

The demographics support our concept, but it's the destructive gap – the tamariki who don't fit in at primary school and subsequently perform poorly at high school and leave the education system without qualifications or jobs – that we are passionate about addressing. This is a breeding ground for unemployment, crime, gang membership and all the social ills so familiar to us.

Key advantages of our application

Direct advantages

The main direct advantages of our application are:

1. **Belief and Passion** – We strongly believe we can make a difference and are very passionate about the success of our tamariki.
2. **Bilingual** – Making Te Reo me ona Tikanga a part of everyday life enables Māori tamariki to flourish and establish their sense of identity and cultural foundation.
3. **Ngāhere-focused** – the Forest School concept will enhance the confidence and self-esteem building benefits implicit in our bilingual and Māori cultural foundations.
4. **Te Kōhao Bilingual Early Childhood Education Centre** – We intend to build our school next to our bilingual/ngāhere early childcare centre in Enderley This will ensure continuity in the transition from early childhood education to primary school.
5. **Te Kōhao Wrap-Around Services** – We can provide a wide range of social and health services to reduce barriers for our tamariki and their whānau which will allow the teachers to focus on the tamariki.
6. **Heart of the Community** – Our site is situated beside the Hamilton City Council Community Centre which enables easy access to a netball court and a rugby field. Te Runanga o Kirikiriroa has also purchased land in Enderley where they will be building between 20-30 social houses for first home buyers. This will be a new source of learners for our school.

Implicit advantages – the Te Kōhao platform

It's true that a major advantage of our application is that we are a comprehensive organisation proven in education, healthcare, social services and justice and this means:

- Our teachers can focus on teaching and we have the ability and reach to use our wrap-around social services and relationships to assist with student's issues
- We have the insight and community knowledge to market our school concept and to know where the tamariki are who will most benefit – plus the credibility to be accepted in this capacity.

But the benefit of the Te Kōhao platform goes beyond those direct advantages. Our ability to set up new services, despite having no background in their delivery, is proven. We know this community so well that we can pick the personalities and backgrounds that will be successful and will add value here:

- We are not medical professionals, but we established a health centre employing doctors and nurses.
- We are not early childhood specialists, but we found people who are and are well on our way to establishing a successful early childhood centre.
- We are not truancy officers, but we hired people who are and are running your Attendance Services contract very successfully.
- We did not start out in social and family work, but we're operating strong, holistic Whānau Ora services.
- We know we can do the same in the primary school environment.

Community knowledge, credibility, ethics, discipline and strong management are what makes a difference in this community. We have those attributes and two decades of service to prove it.

Educational track record

Our main educational activities are the Attendance Services activity and the Early Childhood Education Centre. We now have another year of working in these areas and are confident in our ability and success.

Plus we have the experience and track record of our proposed Tumuaki, Nerina Hawkins, whose personality and background are an ideal fit for our vision. And a local Tumuaki, well known to us, has offered mentoring and support.

Lessons from our previous application

Your comprehensive feedback on our 2013 application is an advantage for our current ambitions and this year's application. Table 5 shows how we have applied these lessons:

Ministry concern with 2013 application	How we have addressed the concern
A junior high school considered difficult and posing transition challenges for students	With the lessons of our first application, and a year to reflect, we realised that our 'sweet spot' is the primary age group. Thinking about our community and its needs, we realised that the gap is in Te Reo and culturally-aware education opportunities for many of our tamariki. Plus our conviction grew that the place to make a difference is in the early years. Combine that with the powerful Forest School philosophy, and the change to a primary focus became totally compelling.
Lack of educational expertise and references s 9(2)(a) OIA	We found our ideal Tumuaki/lead teacher candidate in [REDACTED] and have also lined up a passionate and innovative recent teacher graduate [REDACTED] In addition, we have liaised with local schools (a number of which we have long relationships with) and received both references and offer of support and mentoring. The educational expertise issue has been strongly addressed, but we can't stress enough that starting new specialist services and facilities is what we do. We have the track record in several areas and we know how to select our experts. We can read the neighbourhood and its needs – the best educationalist in the world may not be a successful fit in Enderley.
Curriculum not sufficiently developed s 9(2)(a) OIA	[REDACTED] and [REDACTED] have had a great deal of input to our Educational Plan. Curriculum is much more strongly developed in this application. Plus we have the people to implement and refine it.
Systems (IT, management, etc.) not proven in the education context	Further to the comment above – we have a track record of adapting our systems and processes to accommodate new services and requirements. And we have long-term skilled general management staff who have been through a number of these iterations of new service integration. Nevertheless, educational systems are a specialised area. Te Kōhao has a wide variety of contracts which requires specialised databases. We would use the appropriate software such as Enrol and any others as prescribed by the Ministry of Education and we would fulfil our obligations under any contract. We have done some research and we know that there are education modules for Microsoft Dynamics and 3 rd party IT vendors who can implement and integrate such modules. We are confident that our systems and platforms can accommodate PSKH requirements.
Unclear how Te Kōhao governance structure would work in a PSKH context	Ngā Manukura will be a part of the overall Te Kōhao structure. Unlike last year we now have an experienced Tumuaki/teacher who is willing to lead the kura.

Table 5: Improvements on last year's application

6 EDUCATIONAL PLAN

Curriculum choice

3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please
 - a. explain and provide evidence to support why you have chosen an alternative curriculum; and
 - b. outline how your alternative curriculum aligns with The New Zealand Curriculum or Te Marautanga o Aotearoa.

Our curriculum of choice is the New Zealand Curriculum.

Curriculum delivery

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

Whakarewa te ihi, te wehi te wana o te tamaiti ki te ao.

Unleash the leadership potential in every tamaiti to the world.

As espoused by our vision, our kura is about creating and developing leaders. In order to ensure that we meet our goal, a Curriculum Implementation Plan (Implementation Plan) and Unit Plans are essential. In the delivery of our curriculum we will incorporate Te Ao Māori (Te Reo me ona Tikanga) and Te Wao Nui a Tane (Ngāhere).

Ngā Manukura School will be a multilevel school for years 1 to 6.

Integrated Subjects and Themes

As per the New Zealand Curriculum guidelines - **literacy and mathematics** will be the key focus of our kura.

Te Reo Māori and the Forest School Philosophy will be integrated throughout the curriculum and over the four terms. This ensures that tamariki have the best foundation for future learning and is illustrated in Figure 2.

The following units will be referred to as the 'Other Units':

- Science
- Social Studies
- Technology
- The Arts
- Health PE.



Figure 2: Integrated curriculum delivery

Each subject will be covered every year, as a minimum. However, teachers should be allowed room to be innovative in subject delivery in order to yield the best outcomes.

Their Key Performance Indicators are teacher and kura drivers to ensure that tamariki reach their targets and achieve their goals. Our curriculum will prepare tamariki to be more rounded, be leaders in Te Ao (the world) and have good strategies for life.

The aim of the kura is to puawai (grow) successful tamariki who demonstrate and live our values. We will create a brand of leadership for the school which encompasses the Vision, Mission and Values of the kura.

Integrated Learning and Inquiry Education

We will integrate the curriculum so that components can be delivered together (rather than on a subject-by-subject basis) and it meets the learning needs of our tamariki. Empowering them to become self-learners and independent thinkers (especially in literacy and numeracy).

The curriculum must be relevant and include many aspects of daily life. This enables students to develop skills and understanding that they can apply to other subjects and promote critical and analytical thinking. As Sir Ken Robinson stated: *we don't know what future our tamariki will face, so we cannot train them for a world that is but a world that will be*. Resilience and critical thinking is key because they need to apply their knowledge to technology that hasn't been invented, to changing climates and unpredictable economies.

Topics will be interconnected and made more relevant and interesting to tamariki. For example, to support tamariki in developing mathematical skills, we will use scenarios with practical application such as tangi, powhiri, birthdays, and marae wananga (marae gatherings).

As an illustration, tangi can be used to develop a budget, write a story, and learn about tikanga and so support strands in mathematics, literacy and social studies. Tamariki work at their respective levels.

The 'Whariki' model below demonstrates how all subjects are integrated.

	Subjects	Strand1	Strand 2	Strand 3	Strand 4
	Te Reo Māori	Oral	Written	Presenting	
	English	Oral	Written	Presenting	
	Mathematics	Number and Algebra	Measurement and Geometry	Statistics	
	Science	Investigating	Understanding	Natural and Physical World	Wider Universe
	Social Studies	Identity, Culture, Organisation	Place and environment	Community and change	Economic world
	The Arts	Context	Knowledge	Ideas	Interpretation
	Health and PE	Anatomy and physiology	Movement Concepts and motor skills	Health, communities, environments	
	Technology	Technical Practice	Technical knowledge	Nature of Technology	
	Forest ngāhere	Botany	Biology	Sustainability	
	Others	Goal Setting	Change management		

Figure 3: Subject Whariki Model

Through these and other life-relevant scenarios we can create the means to foster an understanding of:

- Addition
- Multiplication
- Financial literacy
- Probability
- Forecasting
- Planning,
- Literacy
- Health
- Dance
- Economics
- Tikanga
- Cultural understanding
- Social Studies
- Te Reo Māori
- English
- History
- Whakapapa
- Whānaungatanga
- Communication
- Environment/Ngāhere
- Psychology
- Computers
- Science
- Natural environment
- Problem solving skills
- Business skills
- Sociology
- Music
- Technology.

This type of 'integrated learning' was further developed by Marva Collins who was a very successful teacher in a low socio-economic area in Chicago USA. Her aim was to develop a hunger to learn and eliminate the 'fear' of more complex subjects and topics by building on what tamariki already know.

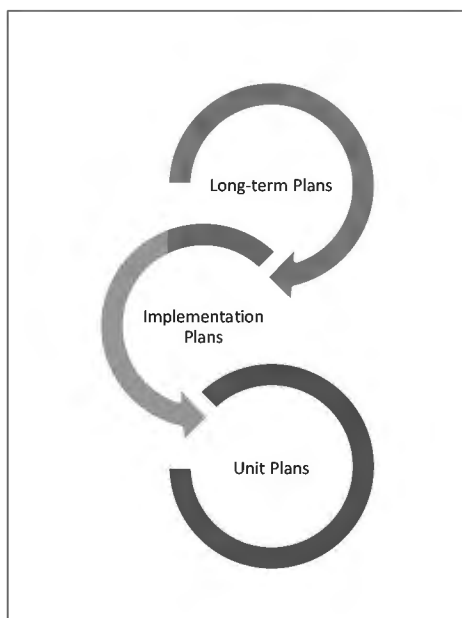


Figure 4: Interrelationship of plans

- Implementation plans will be written as an annual plan of Curriculum Delivery by each teacher. Ngāhere or Forest School philosophy and Te Ao Māori will be incorporated throughout.
- Unit Plans are written to ensure the delivery of themes and strands. Where possible teachers can be flexible about where and when they deliver their required subjects. Forest and Te Ao Māori will be integrated throughout.

Marva Collins stated:

"Everything everywhere provides potentially excellent material for developing reasoning skills. To illustrate, a piece of paper represents trees, because wood is processed into paper. A piece of paper also represents the water that nourishes the tree, the woodsman who cuts down the tree, or the trucks that take the felled tree to the processing plant. Direct teaching expands the mind beyond the two covers of a book and the four walls of the classroom."

Curriculum Implementation Framework

We will teach and deliver the curriculum across all year levels through the implementation of Long-Term, Implementation and Unit plans as set out in the diagram to the left.

- The Long-term plan will guide all Implementation and Unit Plans. Long-term plans are reviewed on an annual basis and written collaboratively between teachers and Tumuaki. Recommendations from the Whānau and Stakeholders Advisory group will be considered

Achieving better outcomes for priority learners

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

Cultural identity is essential to producing better achievement outcomes for our tamariki. The focus of the curriculum is Te Ao Māori and the Forest school philosophy. Developing and creating a sense of identity supports tamariki to be confident and competent learners, taking their place in the world. This is supported by Sir Mason Durie's Te Pae Mahutonga model which highlight that a healthy, happy life requires:

- Mauriora – Access to Te Ao Māori
- Waiora – Environmental Protection
- Toiora – Health lifestyles
- Te Oranga – Participation in Society.
- Ngā Manukura – Leadership
- Te Mana Whakahaere – Autonomy

The ngāhere philosophy will further support achievement for our priority tamariki where they are able to be immersed in nature because learning must expand "...beyond the four walls of the classroom".

Throughout our planning process we will ensure that our tamariki learning needs are being met. Figure 5 below illustrates the curriculum delivery process for Ngā Manukura which will assist us in identifying curriculum needs of Tamariki for each curriculum area and better support our priority tamariki.

Figure 5 supports us in understanding the needs of our tamariki and customising our curriculum delivery accordingly.

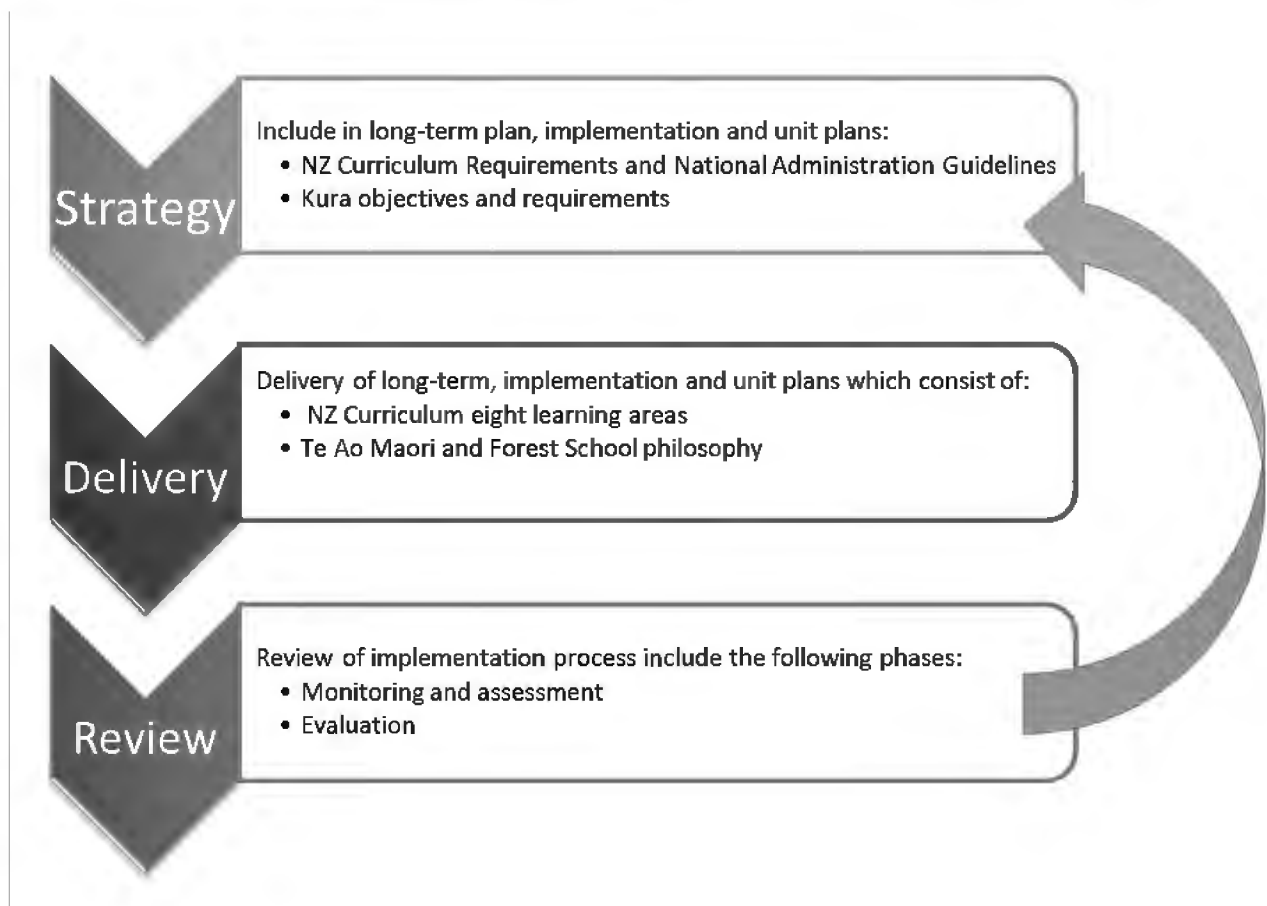


Figure 5: Plan/deliver/review cycle

Qualifications we will offer

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

N/A

Achieving national standards

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

A major advantage of our kura is that techniques, models and practices are not based on a whim but steeped in research which shows proven, successful outcomes for tamariki. It's about bringing these techniques together in one place for our high-needs tamariki here in Hamilton East and creating a new system that can prepare them to be full participants in society.

According to Dr. Tal Ben Sahar, a lecturer in Positive Psychology at Harvard University, successful tamariki have one thing in common – resilience. The good news about resilience is that it can be learned. Resilient tamariki possess the following resilience qualities:

- Optimism – It's going to be ok and is going to work out in the end
- Faith – My life means something and I have purpose in my life
- Helping Others – I help others in the community, within my whānau, within my school
- Focused on Strengths – What am I good at and what do I like doing?
- Goal Setting – I always have a goal and I think about how I'm going to achieve it
- Role Models – I have a role model/s. I want to be like him or her
- Support – I have support, I'm not going to try and do it all on my own.
- Appreciation – I appreciate the good things in my life.

These qualities will form the basis of Ngā Manukura and will be integrated into the teaching techniques, models and practices.

Andreas Schleicher, who conducted a test to compare student performance across the world, stated that high performing schools share the following characteristics (which will be the culture and practice of Ngā Manukura):

- Teachers need to believe that ALL tamariki are capable of success
- Students need to believe that it depends on my own effort and responsibility rather than 'I was just not born that way' or 'I don't belong in this subject' without giving it a good go
- Teachers believe that ordinary students have extraordinary talents and they personalise learning opportunities
- The kura is very clear about what determines good performance and sets ambitious standards
- Moving from delivered knowledge to user wisdom. Meaning that students can apply their knowledge
- Teachers are able to make innovations in pedagogy.

These characteristics of successful kura will be made clear to all teachers and be part of school requirements (KPIs) and Best Practice.

Te Ao Māori /Te Reo me ona Tikanga

All aspects of Te Ao Māori will be taught including Te Reo. Te Reo will be a core component of our programme because language is essential in better understanding who you are and where you're from. The attached graph, as researched by Patricia Kuhl (the co-director of the Institute for Brain and Learning Sciences at the University of Washington), depicts human language development and how capable we are in learning a language as we each get older. As depicted by the graph, learning a new language before the age of seven significantly supports the tamaiti's acquisition of a language.

This changes their brains over time. Because of this it rings true that tamariki who learn two languages before the age of seven learn and retain the languages more effectively. The hemispheres in the brain communicate far more strongly (the left brain in particular experiences further development) and of course their linguistic abilities increase as a result.

Our kaupapa will also be based on the Ka Hikitia principles for Māori success including:

- Te Tiriti o Waitangi
- Māori potential approach
- Ako-a two-way learning and teaching process
- Identity, language and culture count
- Productive Partnerships.

These principles align well with our model of practice developed by Sir Mason Durie – Te Pae Mahutonga where we look at and treat tamariki holistically. In this vein, as a Māori Provider of all types of services, we can provide easy access to various services for struggling families. This in turn will support our whānau to better their situation and so better support their tamariki.

Te Wao Nui a Tane

Research now supports what outdoor and camping leaders have known all along – that tamariki and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. This will in turn bring confidence and eradicate 'fear' of not succeeding, particularly for tamariki who are not naturally academic. Because tamariki have been given the opportunity to prove themselves and

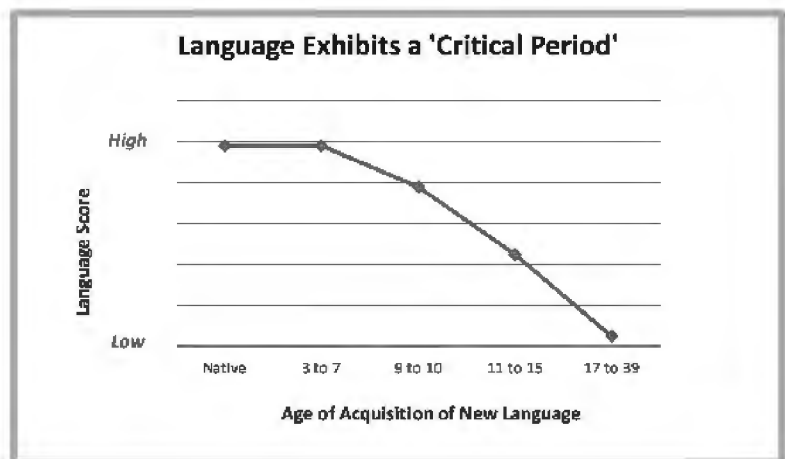


Figure 6: Language acquisition curve

achieve goals in the ngāhere, they have proven to themselves and others that they can achieve. This confidence ultimately translates into the classroom.

High expectations

s 9(2)(a) OIA

High expectations of tamariki is critical to their success. Interestingly, Ngā Tai Atea Wharekura achieved the highest NCEA marks for Māori students in the Waikato. Exceeding private kura and changing national trends last year. NCEA results showed 88.1% of year 11 students achieved level 1, 97.7% of year 12 gained level 2 and 96.7% of year 13s gained both level 3 and university entrance. The Tumuaki attributed this success heavily to teachers having high expectations of students and the value placed on being Māori. We will link our tamariki with their culture and strengthen their identity and expect that they do well. Knowing who you are and your place in the world leads to success.

s 9(2)(a) OIA

Our proposed Tumuaki () has worked for over fourteen years in New Zealand and overseas. This experience has given her extensive skills and strategies to draw on. As a result, priority learners in a rural community kura have seen academic success in the two years since her arrival.

To support tamariki success, carefully-selected experts and facilitators will be involved in curriculum delivery in their respective fields. This will reinforce learning while at the same time expanding tamariki capacity, experience and knowledge.

*Ehara taku toa i te toa takitahi,
Engari taku toa i te toa takitini.*

Success is not the work of one, but of many.

Whanau involvement is essential to a child's success.

It is for these reasons we are confident that Ngā Manukura will be able to exceed its target of achieving national standards for our tamariki.

Catering for Māori students

8. If you plan on targeting Māori students, outline your plans for:
- achieving success for Māori in education, so that students are enjoying and achieving success as Māori www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and
 - supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx

The Guiding principles of Ka Hikitia will be integrated in our curriculum delivery and plans for Māori students. Our key outcomes are as follows:

- All Māori students have a strong sense of self and confidence
- All Māori students have strong literacy, mathematics and language skills
- Meet or surpass national standards.

Te Ao Māori

We will involve all tamariki in Te Ao Māori through practices and participation in kingitanga, poukai, waka ama, kapahaka competitions, manu korero (speech competitions), Kiorahi (traditional Māori games), nutrition education suitable for Māori, Mau rakau (taiaha education as a discipline strategy). This is about them knowing who they are and where they come from as Māori.

s 9(2)(a) OIA

Our Tumuaki comes from () and (). This will be key in linking and engaging tamariki from other areas. She has also gained experience and skills by teaching overseas and in New Zealand with high priority learners.

s 9(2)(a) OIA

██████████ is qualified to teach in total immersion and English medium schools. Some of her teaching experience stems from kura kaupapa, enviro-schools and with high priority students. These are key advantages in working with tamariki Māori. ██████████ comes from ██████████ and has strong connections to kura and Wharekura in Hamilton.

Both our teachers are well-versed in kapahaka (Māori performing arts) and tikanga Māori and will be an inspiration for our tamariki.

We will ensure that teachers, presenters and facilitators are culturally strong, confident and healthy in all areas (i.e. wairua, hinengaro, tinana, whānau). They will model the behaviour we aspire to for our tamariki.

Critical factors for success from Ka Hikitia	Description	Implementation
<p>Quality provision, leadership, teaching, supported by effective governance.</p> <p>High teaching quality, supported by effective leadership and governance, is critical to improve student outcomes across all parts of the education service.</p>	<p>Success is the culture of our kura, from the Board of Directors to our tamariki and whānau.</p> <p>One of the key components to success is high expectations and the passion that teachers relay to students. The key to learning is about creating a hunger for knowledge.</p> <p>We will continue to enhance the quality of the kura leadership and teaching, and raise professional standards.</p>	<p>The Board has expertise in: Education, Law, Health, Social Services, Justice and most importantly, Te Ao Māori. All members are successful in their fields and will role model achievement throughout our kura.</p> <p>Workforce development will be planned and scheduled annually for all our teachers.</p> <p>We will also hold weekly teacher hui with training sessions as a component – so that all teacher training is modern and cutting edge research is discussed with teachers on a regular basis.</p> <p>Performance against indicators and kura ethos will be reviewed and reiterated.</p> <p>Teaching approaches will be tamaiti-centric, engaging and effective.</p>
<p>Strong engagement and contribution from students and those who are best placed to support them</p>	<p>Strong engagement from students, parents and whānau, hapu, iwi and Māori organisations, communities and businesses – has strong influence in student success.</p>	<p>Te Kōhao is well-placed to engage with various Māori organisations and has worked in the Enderley area for the last 20 years.</p> <p>We will engage and meet with every whānau in our kura. We will establish a relationship with whānau, especially in relation to their tamaiti's success. Giving them regular updates through various media – depending on whānau circumstances. (This will be further explained below).</p>
<p>It is important to support Māori students during times of transition in their education journey.</p>	<p>One of the keys to success is ensuring that tamariki have a good base so that they are strong wherever they go.</p>	<p>Te Kōhao will have an Early Childhood Centre situated beside Ngā Manukura. This will create an easy transition for our tamariki. Our plan is to introduce tamariki to their new environment, earlier rather than later, so that it becomes 'old hat' minimising fear and disorientation once they transition. We will introduce various key teachers to our tamariki prior to their transition as well.</p>

Critical factors for success from Ka Hikitia	Description	Implementation
Māori students must be supported in planning a clear education pathway so they can achieve their aspirations.	A key component of creating pathways is about dreaming, setting goals, and thinking about how you intend to achieve them.	<p>As mentioned above, the rules for resilience are simple:</p> <ul style="list-style-type: none"> ■ Optimism ■ Faith ■ Helping Others ■ Focusing on Strengths ■ Goal Setting ■ Role Models ■ Support ■ Appreciation <p>We will have a particular focus on all of these elements. We will support tamariki in developing plans, making goals and understanding the 'mechanics' of achievement from the beginning.</p>

Table 6: Our critical success factors in working with Māori students

Career Pathways and Role Modelling

A number of successful career pathways have come from a role model planting a seed. We have an arrangement with Te Kura Kaupapa o Ngā Tai Atea whereby seventh form students who are interested in a career in health come here once a day for four weeks. So far we have had four students visit us. These students sit alongside and learn from our doctors, nurses, health promoters, health workers, Whānau Ora workers, massage therapists, podiatrists (private), physio therapists (private) and hearing specialist (Waikato DHB).

The spectrum of opportunity is endless. Interestingly, their interest in health came about because of a visit by a young doctor who was a fluent speaker of Te Reo. We are well-positioned to expose our tamariki to a career pathway in health, education, social services and justice. All of our staff are role models and are readily available to provide health promotion in the kura. Exposing tamariki to a wide range of career opportunities will build a sense at Ngā Manukura that higher education, achievement and success is normal.

Catering for Pasifika students

9. If you plan on targeting Pasifika students, outline your:
 - a. plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx ;
 - 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

While we are not specifically targeting Pasifika tamariki, they will always be welcome in our kura.



Maisey Rika – Singer, Song writer

Whaia te iti kahurangi

Reach for the stars

Positive Role models will be introduced regularly to support tamariki in thinking about their careers and future. Role modelling is a part to the resilience formulae.

Catering for with students with special education needs

10. Outline how you will ensure an inclusive environment for students with special education needs, including:
- how the school will demonstrate inclusive practices;
 - how the school will build its capability to address the needs of students with special education needs; and
 - how partnerships with parents with students with special education needs are used to achieve education success.

Inclusive practices

As espoused in our foundation principles everyone is welcome. All tamariki have their own unique needs. As a kura we are an inclusive whānau and the values that underpin our kura (as stated above) ensures that all tamariki are included. Tuakana teina practice is an inclusive practice where older tamariki mentor and guide younger tamariki. This practice ensures that no one is left behind.

Our kura buildings will be disability-friendly and built to be adaptive to tamariki needs. At a minimum the following will be implemented: Wheelchair access ramps and disability-friendly toilets/shower. We will also adapt as much as possible the bush (ngāhere) site to meet all tamariki needs i.e. clear pathways for easy access.

Addressing the needs

As mentioned previously, needs and goals can be identified at the initial whānau hui. From these hui, actions to support tamariki in achieving their goals will be included in the goal plan. Our Evaluation and Assessment model (below) we will be able to identify further needs and ensure plans are adjusted accordingly.

A multi-agency approach will be offered. We will access support or a Teacher aid, as needed, for our special needs tamariki. As previously mentioned we are able to directly access various funding pools or disability organisations to support their needs. Medical services are easily accessible at Te Kōhao and we will have medical professionals stationed on the kura campus.

Partnering with parents

Whakawhānaungatanga process will be initiated at initial hui and enrolment. This will build the foundation to enable whānau to be actively involved in their tamariki's education. The teacher and whānau relationship/s need to be strong. We need to ensure that there is buy-in from the whānau in the very beginning. Through an 'open door' policy parents can come into the school and classroom at any point. Having active input and participating in learning can further engage whānau.

Goal Plans will be made for each tamaiti at the beginning of the year. These will be developed in conjunction with teachers, tamariki and whānau. This will also support parent involvement in tamariki learning at home.

One of our major advantages is that Te Kōhao is a health provider. We have access to a plethora of services that could support tamariki and whānau simultaneously. This will support us in building strong relationships with whānau – we have many such relationships already.

Operating a secondary school

11. If you 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.

N/A



He kakano ahau, ruia mai i Rangiatea

I am a seed, scattered from Rangiatea

Provisioning 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 the contract).

We will be establishing a primary school, years 1 to 6 as per The National Administration Guidelines (NAGs). As noted though, we operate an adjacent Early Childhood Centre that will feed into our kura.

Test, measures and tools

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:
- how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
 - how assessment and/or aromatawai will be used to tailor instruction.

Measuring progress and achievement

We will utilise the following assessment and evaluation tools and strategies:

- Checking performance against individual plans.
- National Standard indicators assessment.
- OTJ – Overall Teacher Judgement checklist. We can also utilise this assessment in the ngāhere to assess tamariki behaviour in other settings.
- Applied Knowledge and Inquiry Learning assessment –students will be provided with specific life problems and have to work out solutions to these.
- Assessments with feedback and feed-forward components to encourage critical thinking and self-assessment. Examples can include:
 - The Pupil Learning Journey
 - Ngāhere/Forest School and observation assessments.
 - We are learning to* (WALT) assessments
 - Risk assessment for Forest School; and
 - Health and Safety checks conducted by teachers and tamariki.

Once levels have been achieved, new levels of learning are opened. I.e. test and assessment of performance in Forest School. This type of learning encourages inquiry learning and tamariki develop a better understanding of the knowledge they have accumulated.

The effectiveness of our curriculum delivery is based on assessment, evaluation and review. Assessment and evaluation allows teachers to focus and plan to mitigate tamariki gaps. We intend to assess tamariki at least three times per year to identify areas of need. From there we will implement strategies the tamariki and whānau pursue to address these gaps. The strategies will be included in teacher plans and tamariki plans.

Our *Evaluation and Assessment Model* is as shown in Figure 7 and coincides with the Curriculum Implementation Framework:

- Review data and identify learning needs of tamariki
- Whānau hui in relation to set tamariki goals and plans for kura and home support.
- Work with parents, and whānau around ways to support students' learning
- Plan programmes that engage interest of all tamariki
- Implement plan utilising internal and external resources to support achievement

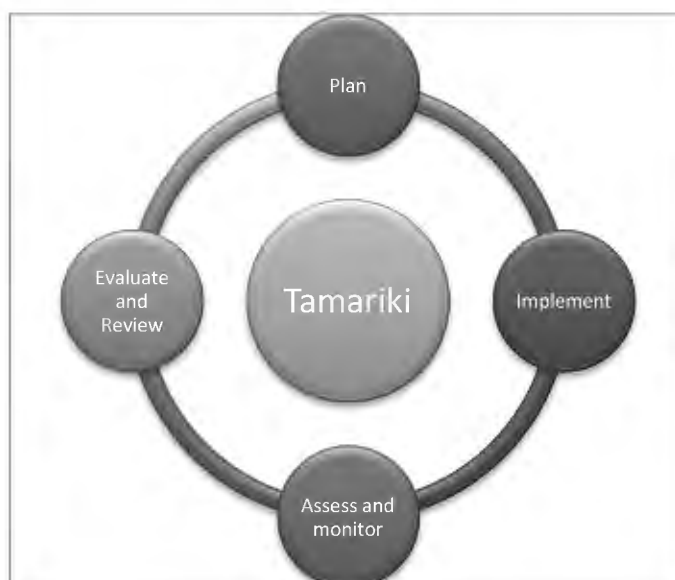


Figure 7: Evaluation and Assessment Model

6. Update parents of successes and areas for further support
7. Regular staff hui to support and monitor progress of each tamaiti
8. Performance will be analysed regularly and inform future planning.
9. Appraisals of staff will be linked to annual targets.
10. Professional development for staff to ensure high performance with our tamariki.
11. Employ a variety of strategies to further support tamariki

Classroom Assessment includes:

- Daily assessment – identifying gaps and noting strengths
- Tamariki reviewing their progress against their education plans
- Tuakana Teina assessment which enhances tamariki communication and co-operative skills. This in turn strengthens whānau and enriches our inclusive practice
- Teacher Formative and Summative assessment – teachers can further develop their plans and teaching methods through self-assessment.

Using assessment and/or aromatawai to tailor instruction

Plans will be developed from the assessment tools and the next steps will be identified and implemented (as shown in the model above). Tamariki and teachers must agree on the next steps along with their goals. Teachers will work with each tamaiti to develop their plans and work out how to achieve their goals. This will inform planning for the future.

We will measure a baseline at the beginning of the year and utilise the same tools three times per year, to measure progress. If targets have not been achieved with tamariki then teaching techniques and teacher's plans need to be reviewed. Further training for teachers may also be required.

Student progress will be measured, tracked and reported by using appropriate assessment tools as outlined on the NZCER (New Zealand's Council for Education Research) website. NZCER, who provide evaluations and assessment tools, will support us in using a variety of these tools.

The assessment process will involve evaluating how many goals the students achieved.

Whānau Ora Assessments, as developed by Te Kōhao Health, will be offered for whānau who are eligible and keen to participate in the Whānau Ora Programme. We will develop an evaluation template to assess if we are moving tamariki towards feeling Engaged, Enlightened and Empowered.

Working with parents and whānau

14. Explain how your school will:

Promoting high attendance

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

We will work with students, parents, whānau and the community to promote high attendance levels kura-wide. Whānau engagement and involvement in the education of tamariki is paramount, this is especially true for tamariki Māori. It's not just about ensuring that tamariki get to kura but ensuring that their learning is supported throughout their education and tamariki learn early on that learning is life-long. Nothing will solidify behaviour faster than positive whānau and teacher support.

Our practices in our kura will innovative, interactive and fun for our tamariki. Our focus is to create a thirst for learning so that our tamariki will want to come to kura. Forest School is a new and innovative experience for many of our tamariki. Some have not been outside Hamilton before.

Where barriers such as poverty impact on kura attendance we will implement our Whānau Ora Te Pae Mahutonga strategy.

This philosophy will underpin our kura where we will teach students how to gain wellness and success in all areas of the model. We always have and always will involve the community in what we do. Kuras, often with the best intentions, find themselves limited in what they can offer and often whānau are at their wits end trying to find the right support for themselves and their tamariki. This is where Te Kōhao Health services will be offered.

We will hold individual hui with each taimaiti enrolled in our kura with their whānau. This will be conducted prior to their entry into the kura. The purpose of this hui is to ensure whānau 'buy in' and to set the expectations on the whānau, parents and caregivers. We need to ensure that whānau understand that we have expectations ourselves whereby whānau support is paramount to the success of their taimaiti. We will explain the kura ethos and values and the workings of the kura i.e. action plans and whānau support expectations. This is part of the awhi atu, awhi mai (to give and to receive), Māori tikanga (custom) whereby good actions for one are rewarded with good actions for another. The kanohi ki te kanohi (face to face) practice is very powerful, especially in Māoridom.

One of the major issues for parents is that their own education may not have been very positive and many parents feel whakama (ashamed) or indifferent to schooling altogether. The teacher will also explain their whakapapa and where they come from which in turn opens the door in creating a personal relationship between the kura and the whānau. If a taimaiti is not attending kura for whatever reason our workers can comfortably and expediently find out why and address their needs immediately.

We also hold the Integrated Attendance Services (Truancy) contract for Waikato of whom can pick up on referrals for our kura quite quickly and we can address them directly. This is only if for whatever reason they don't attend but our focus will be to ensure attendance from the beginning.

In extenuating circumstances we have the capacity to directly pick them up should whānau circumstances limit their attendance at kura.

Family-kura partnerships

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

In order to develop a whānau-kura partnership that focuses on strengthening support for learning, improving communication and encouraging whānau involvement in the kura, we will implement the following strategy that has proven successful in supporting the above.

A local kura has found that positive messages texting from teachers to whānau about their tamariki achievement and positive behaviour, has shown marked changes in behaviour of tamariki. It reinforces the relationships between the kura and whānau; the teacher and tamariki and; whānau with their tamariki.

To support the whānau kura partnership we will also implement the following:

- Newsletters – whānau/community will be able to utilise this space for panui such as, garage sales, sports or community events etc. This is supporting the whānau and community to be part of the kura
- letter drop, information booklet provided at initial hui, regular emails, and texting
- Staff and new whānau whakapapa and profiles will be included in the enrolment pack
- Promotional information, resources and activities advertised
- Story Park will be used. It's a secure web page for parents to see their tamariki progression in kura online, either at home or at kura
- Home Books –where parents can see the taimaiti's progression and their action plans for the year
- Community evenings whereby teachers, whānau and tamariki come and hear about the kuras/tamariki's success and consult with the community about projects and future developments
- Invitations for voluntary support i.e. help with Forest School
- Parent and student conferences (reports discussed with whānau and the next steps for their taimaiti's development)
- Parent workshops / wananga how to support taimaiti
- Literacy and budgeting wananga (classes) will be made available for parents as adult learners

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Promoting key positive messages is a significant part of all the work we do. The right message, the right messenger for the right result.

- Health, Social and Justice Services will be made available for whānau
- We will have whānau representatives on the Whānau Advisory Group.

Many of the whānau in Enderley/Insoll already have a relationship with Te Kohao Health, however there may be opportunities to employ members of the local area and due to encourage them to participate in the kura in different ways. These could include:

- Kai Tahi shared lunch for whānau
- Whānau will be invited to attend ngāhere sessions with their tamariki
- Whānau invited to volunteer their skills, i.e. supporting lunch or breakfast, supporting Kapahaka
- Whānau invited to attend extracurricular activities
- Inviting whānau to support fundraising initiatives and events
- Involve parents in the development of resources – holistic resources
- Invite whānau to share their skills
- Text or call parents about achievements, communication books.

Informing and training parents/families/whānau and community

- 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

We will be offering the Incredible Years positive parenting Programmes, Whānau Ora wananga with motivational speakers and positive psychology initiatives focussing on the positive and what makes people happy will be offered. Practical and helpful classes for parents will also be available such as budgeting, financial management, Maara Kai (how to grow their own gardens), literacy classes for adult learning, Te Ataarangi Te Reo classes and other classes based on identified need. By developing strong relationships with mātua/parents, Whānau Ora navigators, health professionals and services, we will be able to provide the information and training for whānau to become more involved with our kura.

We believe that it takes a village to raise a tamaiti and this coincides with the Te Pae Mahutonga model that in order for the tamaiti to be strong the whānau need to be strong. As the Resilience model suggests, tamariki need support networks to build resilience and shouldn't be expected to do it all on their own. As whānau are invited to participate in school activities they inadvertently participate in society and are exposed to opportunities to learn and support their tamariki.

We have a close working relationship with Te Wananga Aotearoa, and in particular their free in home courses as a starting point for whānau. We believe that the key out of poverty is education and many of our whānau have successfully gained qualifications and opened their job opportunities as a result.

Whānau really is everything to a tamaiti and we must have them strong and engaged in order for our tamariki to succeed.

Communicating with parents/families/whānau and community

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

As previously mentioned, we will communicate to parents, whānau and the community through a regular panui (newsletter), our Positive Texting Programme (PTP), our secure Story Park website and email. We will also have Parent-Teacher discussion nights (Whānau Hui) which are a medium in which we can involve parents in the achievements of their tamaiti and wider kura community. We will have our Open Door policy whereby whānau can come and sit and see their tamaiti in class.

The main function of this is to establish a relationship between parents and teachers and encourage parents to re-establish their relationship with education. If parents have negative feelings about education we can work to establish more positive views.

Relationships with relevant agencies and organisations

15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

We intend to build relationships with the following organisations:

- Sports clubs – exposure to Sporting activities
- Kapahaka groups – Advanced Kapahaka experiences and learning opportunities
- International Schools – we have already established networks overseas and we intend to establish a sister school in Rome or other countries through digital technology. This will support in widening tamariki perspectives
- Forest School NZ – Workforce development, strategies, resources, knowledge, bush craft
- St Peters Sea Scouts NZ – Access scout hut and grounds, including resources
- Other kura
- Te kura Hourua o Whangaruru (Partnership School)
- Tainui and other Iwi organisations
- Kapahaka Groups
- Musicians.

We can work to help students and whānau with the support of our partners that we have long-standing relationships with.

Partnership commitments

16. 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 will ensure a holistic delivery of the curriculum. As part of our plan for partnerships and relationships with community organisations or individuals that would enrich the learning opportunities for our tamariki, we have established relationships with the following:

- Kirikiriroa Marae – Noho Marae, Powhiri, Kawa, tikanga, whakapapa
- Hamilton City Council – School, parks, and natural reserves
- Enderley Community Centre – Netball courts, playground, football field
- Information Technology Consultants – inspire and open opportunities and education in IT
- Department of Conservation – Expertise, personnel, land access
- Parakore – Sustainability education and recycling
- Maara Kai – Te Ara Hou
- Te Kōhao Health Services – Health, social and justice services and education opportunities
- Sporting role models – we have relationships with national Māori sporting personalities who can inspire and motivate our tamariki
- Television role models – We have relationships with television role models who can further inspire tamariki
- Raukura Hauora – Dental services
- Kaumatua – Tikanga, history, whakapapa, whaikorero, karanga
- Carvers – whakairo, tika and pono practices (similar to restorative justice practices), tikanga
- Mahi Toi (Artists) - Creative play and art creation
- Tikanga Experts – Star reading and navigation
- Māori Professionals – we have relationships with many Māori doctors, nurses, lawyers, media personnel, accountants, tradesmen, engineers, and of course teachers etc.
- Parakore (Environmentally friendly waste management) – sustainable education, recycling practices, Kaitiaki o te Taiao (guardians of the environment)
- Sport Waikato – Project Energise
- TKH Early Childhood Education Centre – Tuakana Teina (Mentoring)
- Local Schools
 - Te Kura Kaupapa Māori o Whakawatea
 - Peachgrove Intermediate

We have a strong relationship with, but not limited to, the following external organisations who can further support and serve our tamariki:

- Raukura Hauora o Tainui – Dental services
- Tainui and Other Iwi organisations – Academic and Sporting grants, Scholarships
- JR McKenzie Trust - Grant opportunities for students
- Poihakena Marae Raglan (MOU) - Wananga and Noho for tamariki, natural environment experiences, tikanga (Māori custom)
- Kaute Pasifika (MOU) – Pasifika cultural experience
- Whai Marama Youth Connects
- Attendance Services
- Whānau Ora Regional Network Group
- kura (various schools)
- Māori Wardens
- Te Ahurei a Rangatahi.- Peer Educators
- ROCK ON – Police.

External providers

17. 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.

We have a pool of professionals that we can draw upon to further develop and expand upon curriculum subjects. This also supports community engagement in our kura.

Regular external input

- *Nga Toi (Carvers/Artists)* – delivery of the introduction to carpentry, building, woodwork, carving, tikanga Māori.
- *Department of Conservation worker* or equivalent- Witting knife craft/safety, bush craft, survival practices, art.
- *YMCA, volunteer society, whānau* – will work to provide breakfast and lunch
- *Maara Kai – Te Ara Hou* – environmental education and horticulture.
- *Project Energise* – every week to promote physical and nutrition education. This will be timetables into our timetable every week.
- *Public Health nurse* – Inform tamariki about healthy practices.

Intermittent external input (as required)

- *Doctors, nurses, health professionals* - Keeping safe, keeping healthy, biology, career pathway opportunities
- *Life Education* – Harold the Giraffe
- *Kaumātua* - waiata, karakia, tikanga, haka/papa, traditional knowledge
- *Police* – Māori liaison officers could come and korero with tamariki, safety, career pathways
- *Other organisations* – as appropriate and as required

Kura calendar

18. Explain and provide evidence to support your proposed school calendar setting out:

Hours

- a. the daily hours of operation;

8.00am for breakfast start Monday to Friday. Main hours are 9.00am to 3.00pm Monday to Friday.

MoE requirements for opening hours

Term 1	Between Monday 20 January (all the year-levels) and Thursday 5 February (all the year-levels)	Friday 2 April (all the year-levels)
Term 2	Monday 20 April	Friday 3 July (108 half-days)

Term 3	Monday 20 July	Friday 25 September (100 half-days)
Term 4	Monday 12 October	No later than Friday 18 December (98 half-days)*

Table 7: Opening hours

* Or to a day in December which ensures that the school has been open for instruction for **386 half-days** in 2015.

By remaining consistent with other kura operating hours we believe that we will be supporting whānau who utilise other education settings for older siblings. Our opening times reflect business hours to support working parents.

In addition to this we recognise that many tamariki in our cohort are from a low socio-economic community and therefore we will be providing a breakfast club and lunches to assist in the health and wellbeing of our tamariki. This will enable them to fully engage in their learning and education.

Timetables

b. indicative student timetables; and

The following timetable (Table 8) is indicative of our kura weekly schedule. Our plan is that we will deliver the curriculum and assess at regular intervals learning area competencies of tamariki. We will allow teachers to be innovative and flexible to meet the needs of their tamariki, therefore timeframes, themes and strands can be adjusted accordingly.

For tamariki who are excelling, particularly in relation to Mathematics and Literacy, they can be advanced to higher level classes as appropriate. Various strategies will be employed to ensure that tamariki reach their potential.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00-8.30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8.30-8.55	Arrival	Arrival	Arrival	Arrival	Arrival
9.00-9.30	Assembly Karakia/ Waiata Brain Gym Sharing / Korero	Karakia/ Waiata Brain Gym Sharing / Korero	Karakia/ Waiata Brain Gym Sharing / Korero	Karakia/ Waiata Brain Gym Sharing / Korero	Karakia/ Waiata Brain Gym Sharing / Korero
9.30-10.30	Maths/ Pangarau Integrated Themes	Maths/ Pangarau Integrated Themes	Maths/ Pangarau Integrated Themes	Maths/ Pangarau Integrated Themes	Maths/ Pangarau Integrated Themes
10.30-10.55	Morning tea	Morning tea	Morning tea	Morning tea	Morning tea
10.55-12.45	Te Reo/English literacy Integrated Themes (Other units)	Te Reo/English literacy Integrated Themes (Other units) Ngāhere (Year 4)	Te Reo/English literacy Integrated Themes (Other units) Ngāhere (Year 5)	Te Reo/English literacy Integrated Themes (Other units) Ngāhere (Year 6)	Te Reo/English literacy Integrated Themes (Other units)
12.45-1.30	Lunch Hakinakina (Sports/ Exercise)	Lunch	Lunch	Lunch	Lunch

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1.30-3.15	Integrated Themes (Other units) Karakia/Waiata	Integrated Themes (Other units) Ngāhere (Year 1) Karakia/Waiata	Integrated Themes (Other units) Ngāhere (Year 2) Karakia/Waiata	Integrated Themes (Other units) Ngāhere (Year 3) Karakia/Waiata	Integrated Themes (Other units) Hakinakina (Sports/Exercise) Karakia/Waiata

Table 8: Timetable

8.00am to 8.30am

Our kura will start each day at 8.00am when tamariki will gather for breakfast. This will be followed by karakia and waiata. Whānau will be encouraged to support with breakfast. We will pull support from parents, whānau, volunteers, staff and Te Kōhao Health. Tamariki will be encouraged to participate in planning and preparing breakfast, serving guests and clean up. This will be a part of their learning and development. Teachers (on rotation) will sit with tamariki during eating times and build whānau. We will work to build trusting relationships with tamariki – we are a whānau.

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9.00am to 9.30am

Assembly will take place on Monday mornings. Karakia and waiata will be conducted at the beginning of every day and at the end of every day. Brain Gym incorporates gentle physical movements to coordinate the brain and body for greater productivity and learning. We will also have sharing and korero which includes PB4L Positive Behaviour for Learning (explained below), current events, general discussions, debate and most importantly recognising tamariki success.

9.30am to 10.00am

We have structured and well planned Pangarau (Mathematics) classes every day. However Pangarau will be integrated throughout the curriculum themes.

10.30am to 10.55am

Kai time which is an informal time to eat and relax. This opportune time to participate in the preparation of lunch and at the same time learning about health and safety, nutrition and developing cooking skills.

He tina ki runga, he tāmore ki raro

In order to flourish above, one must be firmly rooted below

10.55am to 12.45pm

Te Reo Māori and Te Reo Pakeha will be the focus for this time period, as well as integrated into our Curriculum themes. We will operate an Inquiry Learning, problem solving session along with conventional curriculum teaching techniques based on real world Tikanga Māori issues and events. Our underlying focus will be on developing literacy skills by 'learning by doing'. Key Units of Work will be based on:

- Hosting visitors to a Marae
- Developing a community garden
- Turning our kura into an Airport
- Creating a community play area
- Creating an Iwi database
- Setting up a marine farm or fishing unit
- Protecting the Waikato River from pollution
- Applying for a job
- Going on a holiday
- Writing and Waiata/haka
- Reading the news paper.

Each unit will vary in length depending on the depth of learning and the engagement of the class.

Ngāhere trips will be conducted for selected classes at this time.

12.45pm to 1.30pm

Kai Time – the kura will eat lunch together and physical activity/sports will be available.

1.30pm to 3.00pm

Other units and integrated themes will be delivered in this time.

Students advanced in any subjects can do extended level work and for our older or more advanced tamariki we can introduce NCEA-related work during this time. Those with real gaps in their literacy or mathematics will be given specialised remedial units of work.

Included in this time block will be individual opportunities for Information Technology and Computer studies.

Ngāhere trips will be conducted for selected classes at this time.

3.00pm to 3.15pm

The school day will conclude at 3.00 with closing prayers and waiata. Students will be released at 3.15.

Organisation – day and year

- 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.

Date/Period	Event	Notes	
Kura Holidays	Planning for term one	1. Initial Hui with individual new whānau – Build Whānaungatanga 2. Teacher Wananga – Long Term, Implementation and preparation for Unit plans 3. Health and Safety and Emergency planning 4. Send MoE requirements 5. Fundraising Initiatives	
Term One <i>NB: As the 'Whariki' model above suggests all subjects will be integrated and interchangeable.</i>	Te Reo/ English Literacy Mathematics Health and physical education Music	Integrate Te Ao Māori and ngāhere philosophy and activities across the curriculum	<ul style="list-style-type: none"> Assess tamariki baseline (level) against national standards. Assessment: Running record and Six year NETS as required Tamariki and Whānau teacher conference Set Goal Plan with tamariki and whānau Professional development as required Cluster Sports, Swimming, Professional presentations Health and Safety Swimming
Kura Holidays	Planning for term two	Teacher Wananga – Long Term, Implementation and preparation for Unit plan evaluation and reviews Fundraising Initiatives	
Term two <i>NB: As the 'Whariki' model above suggests all subjects will be integrated and interchangeable.</i>	Te Reo/ English Literacy Mathematics Science - Matariki School Garden (Botony) Dance Health and physical education	Integrate Te Ao Māori and ngāhere philosophy and activities across the curriculum	<ul style="list-style-type: none"> Assess tamariki performance against targets, goal plan and national standards. Assessment: Running record & Six year NETS as required Tamariki and Whānau teacher conference Update Goal Plan Reports sent to parents Professional development as required Professional presentations Health and Safety Speech Competition

Date/Period	Event	Notes	
Kura Holidays	Planning for term three	Teacher Wananga – Long Term, Implementation and preparation for Unit plan reviews against performance Fundraising Initiatives	
Term Three <i>NB: As the 'Whariki' model above suggests all subjects will be integrated and interchangeable.</i>	Te Reo/ English Literacy Mathematics Social Science: <i>Identity & culture- Koroneihana</i> Dance Health and physical education	Integrate Te Ao Māori and ngāhere Philosophy and activities across the curriculum	<ul style="list-style-type: none"> Assess tamariki performance against targets, goal plan and national standards. Assessment: Running record and Six year NETS as required Tamariki and Whānau teacher conference Update Goal Plan Professional development as required Professional presentations Health and Safety Whānau and Teacher
Kura Holidays	Planning for term four	Teacher Wananga – Long Term, Implementation and preparation for Unit plan reviews Fundraising Initiatives	
Term four <i>NB: As the 'Whariki' model above suggests all subjects will be integrated and interchangeable.</i>	Te Reo/ English Literacy Mathematics School trip Visual Arts Technology Health and physical education	Integrate Te Ao Māori and ngāhere Philosophy and activities across the curriculum	<ul style="list-style-type: none"> Assess tamariki performance against targets, goal plan and national standards. Assessment: Running record & Six year NETS as required Update Goal Plan Reports sent to parents Professional development as required Professional presentations Health and Safety Kapahaka Athletics Whānau Satisfaction Hui
Kura Holidays	Planning for term one	<ol style="list-style-type: none"> Initial Hui with individual whānau – Build Whānaungatanga Teacher Wananga – Long Term, Implementation and preparation for Unit plans Policy Review Fundraising Initiatives 	

Table 9: Activities across the school year

We recognise that our kura will complement the existing educational timetable. Families may have tamariki at our kura but also younger siblings at preschool, intermediate or secondary school. The importance of access to transport, for a kura that will draw students from across the city is also an important factor to consider.

Therefore in our first two years we will adopt the same school year calendar as Hamilton Schools and we will run the same term dates and daily timetables. This will create harmony for whānau as they cope with tamariki in different kura, planning after kura care, and family holidays.

Student behaviour, discipline and participation

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

Our kura recognises the right of every tamaiti, staff and others to work, learn and teach in a supportive, pleasant and safe environment. This means we uphold the traditional values and principles of Māori including but not limited to:

- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whānaungatanga: The actions that connect us together – whānau

Ngā Manukura is about learning rather than punishment. We will adopt the Positive Behaviour for Learning (PB4L) as a kura-wide initiative. Kura-wide promoting positive behaviour and implement WITS – W = walk away, I = make an "I" statement, T = tell someone, and S = seek help. Tamariki will be encouraged to report incidents. PB4L will be taught every Monday at assembly and this will be following by a 20-30 minute lesson in class where students model behaviour. This will also be reinforced in the day-to-day teaching practices. Opportunities to discuss issues and role play will allow tamariki to come up with better solutions and better choices for themselves. Part of the PB4L is redirecting behaviour.

Redirection

Redirection can be used to redirect the tamaiti from a negative behaviour to a positive one. Where appropriate we will utilise tikanga practices to replace one behaviour with another.

Marva Collins an American Teacher would redirect negative behaviour by getting every tamaiti in the class to write or tell her how they were better than their behaviour. For example she would make them think up a positive word for every letter of the alphabet. She would get them to come up with words to describe themselves for example "I am too "awesome" to behave like that? I am too "beautiful" to behave like that, I am too "clever" to behave like that.... This exercise extended the tamariki's vocabulary and led the other students to positively regulate the behaviour of their peers.

All negative behaviour is an opportunity to learn. For example when a tamaiti chewed gum in school Marva would tell them to research where gum came from and what it was made of and they would be assessed on their work.

Praise, Classroom charts and Incentive Schemes will also be used. Stickers will be used to record positive behaviour and if the tamaiti gets 15 stickers they will be rewarded by choosing a gift from the treasure box.

Texting parents when the tamaiti does well or demonstrates positive behaviour has proven to be highly effective.

Te Kōhao has trained facilitators for the Incredible Years Parental programme where parents and whānau can gain tools at home to deal with behavioural problems and create a positive whānau environment.

Resources: *The preventing and responding to Bullying* guide for schools and *A Guide for managing behaviour*.

See also *Student Behaviour Management Policy* and *Student Discipline Policy* in Appendix 2.

Strategy for a safe environment

20. 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 and any other applicable Acts).

Our strategy, policy and procedures for safety will ensure a drug-free, abuse-free, and smoke-free environment for tamariki and staff. The issue of kura safety is a shared concern. Today, more than ever, it is essential that kura, communities, whānau and students work together to develop a disciplined and safe environment where learning can take place. Our strategy for a safe environment is emphasised to whānau and staff from the point of enrolment and recruitment. We will hold community hui and highlight our focus on these aspects of kura operation.

Our staff vetting procedures will comply with the Education Act 1989 and other relevant legislation that will support the safety and wellbeing of tamariki and teachers.

The following is part of our strategy to provide a safe environment:

- Our policies will adhere to relevant legislation
- We will ensure whānau are aware of our expectations
- We will create a culture of positive behaviour in the kura
- Community involvement to support a culture of positive behaviour and health and safety
- Whānau involvement to create a culture of positive behaviour at home
- Build a positive relationship with local police
- Educating our tamariki and whānau with information on drug and alcohol abuse and its affects
- Life skills training with a focus on 'Good Choice'
- Provide alternative activities such as sporting and cultural activities
- Security systems.

We have developed several policies which are attached in Appendix 2. These include:

- Policy on Drug Misuse and Abuse
- Student Behaviour Management Policy
- Police Vetting for all Adults Policy
- Harassment Policy.

We have a strong relationship with local police which has supported us in training staff around conflict management, risk management and personal safety. This relationship will extend to the kura and the police will be a part of our professional development for staff, whānau and tamariki.

All policies will adhere to *National Administration Guidelines and the Education Act 1989*.

Staff development

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

Sponsor involvement

- a. how the sponsors and/or the management team will be involved in the design and identification of such opportunities

We pursue training and professional development with a passion. It is very important that our teachers are up-to-date and current with their pedagogy – including Ministry of Education requirements. All teachers' professional development will be guided by the Teachers Council guidelines for Professional Development Plan (PDP).

We will have weekly hui to discuss requirements, the latest research and ideas in education and pedagogy. Through this process, opportunities for training will be identified and added to teachers' individual workforce development plans or PDPs.

The *National Standards in Literacy and Mathematics* are some of the key performance indicators and targets for each teacher. Performance against their targets will indicate areas of training need.

For each teacher a (PDP) will be implemented. After three months of employment, we carry out a performance review with each staff member. Through Supervision and Performance Appraisal, further gaps and areas for development are identified and scheduled. Training areas will be discussed with the General Manager, Tumuaki and teachers and they will be involved in process and plan development.

The Māori cultural concepts that underpin Te Kōhao will be reinforced at generic training which consist of a week-long wananga in the kura holidays. Here, all staff are trained in various areas including Health and Safety procedures, tikanga, conflict resolution, risk minimisation, IT training, strategic planning, goal setting, Treaty of Waitangi training, innovative practices, etc. As a result our teachers will have a broad spectrum of skills to support them in their teaching.

s 9(2)(a) OIA

*Ko taku reo taku
ohoho, ko taku reo
taku mapihi mauria*

*My language is my
awakening, my
language is the window
to my soul*

The Management Team will be looking at various training opportunities on a continual basis. Forest School training is required and this has been scheduled for our teachers for July 2014. The teachers will be expected to enable and train other staff who will support the ngāhere philosophy. This training will be an integral part of our workforce development plan and teachers will work towards achieving the Level 3 Forest School Certificate.

Supporting non-registered teachers

- b. the support and mentoring proposed for any staff that are not registered teachers (if applicable)

Staff will be reviewed on an annual basis through the following methods:

- Peer Review
- Mentoring
- Performance Appraisal.

Mentoring is very important to the success of a teacher. We recognise the importance of quality mentoring in supporting teachers prior to full registration. The kura will utilise the induction and mentoring programme derived from the teachers council to help newly qualified, provisionally registered teacher's (PRT) develop effective teaching practices. Our PRT will have the guidance of a fully registered and experienced teacher to provide mentoring support and constructive feedback to enhance their practice. Non-registered teachers will work within the Limited Authority to Teach (LAT) guidelines.

Note that our non-qualified teachers will include kaumātua, artisans and professionals – people well-used to addressing groups and teaching by example and by anecdote and oratory. They will have the support and mentoring of both the registered teaching staff and Te Kōhao management – but we already know and have confidence in these people.

Non-qualified teachers will be supervised by suitably-qualified teachers. Initially, this will occur monthly until we are satisfied with their teaching abilities. We will also expect our teachers to attend a pre-Kura weekly wananga for workforce development.

Staff development for priority student focus

- c. how your proposed programme of professional development will enable the school to meet the needs of priority students.

As mentioned above, our planning is strategically aligned to meet the needs of our priority tamariki. Our proposed programme of professional development will enable the school to meet the needs of priority students because assessment and evaluation guide our training requirements.

Strong cultural identity has proven to be a success factor for Māori, and this is one of our key competencies and professional standards. Te Wao Nui (Forest School component) has research to support its efficacy as a programme for priority learners.

The following professional development strategies will be employed to ensure our priority learners are catered for:

- Individualised professional development plan or Goal plan based on the students in their own classroom
- Kura professional development wananga and PDP's, based on the overall teaching practices and culture of the school which could include:
 - Kura reo wananga (2015) – This will build capacity to teach and extend Te Reo.
 - Forest School Training (July 2014) – Extending skills and confidence in the ngāhere and delivering the Forest School philosophy and in turn support the achievement of priority tamariki.
 - Forest School Accreditation (July 2016) – quality Forest School philosophy delivery.
 - Marva Collins methods of teaching as set out in her books *Ordinary Children Extraordinary Teachers* and *Marva Collins Way*, will lead to better strategies to deal with difficult behaviours.

As part of the professional development and orientation process the teachers and staff will have access to a wide range of internal and external services that can address the various needs a tamaiti and/or whānau may have. This will significantly support our priority tamariki because the teacher can focus solely on education and leave the other social issues to the pool of professionals.

Using non-registered teachers

22. If you are proposing to use non-registered teachers, 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.

Non-registered Teachers

We will employ non-registered teachers to support the implementation of the following Kaupapa (subjects):

Kaupapa (Subject)	Experience and Skill required	Role in school operation
Tikanga Māori	<ul style="list-style-type: none"> Ability/experience to work with tamariki Kaumātua and Marae leader Strong historical knowledge Strong links and relationships with Iwi Can korero te reo Māori Fully participating in Te Ao Māori 	To further reinforce and enhance the curriculum areas (Linked to all core subjects)
Te Taiao (Environment)	<ul style="list-style-type: none"> Ability/experience to work with tamariki Natural environment experience and knowledge Knowledgeable around recycling practices Knowledgeable around survival skills Botany and rongoa knowledge 	To further reinforce and enhance the curriculum areas (Linked to Forest School, Science, Literacy, English, Te Reo, Health, The Arts, Mathematics)
Exercise and Nutrition	<ul style="list-style-type: none"> Ability/experience to work with tamariki Experience and knowledge of exercise and nutrition Good role model (i.e. smoke-free, fit and healthy) 	To further reinforce and enhance the curriculum areas (Linked to Health and PE, Te Reo, English, Science, The Arts, Technology, Mathematics)
Mahi Toi/The Arts <ul style="list-style-type: none"> Musicians Artists Carving Kapahaka Mau Rakau 	<ul style="list-style-type: none"> Ability and experience to work with tamariki Artistic expertise Significant experience in their fields 	To further reinforce and enhance curriculum areas (Linked to (The Arts, Social Studies, Health and PE, Mathematics, Te Reo, English)
Health, Social, Justice, Public Service Professionals and Experts in their fields	<ul style="list-style-type: none"> Ability/experience to work with tamariki Professional and/or experts in their fields Passionate and motivated to teach 	To provide professional and career options that support tamariki in setting goals for development. (Linked to all core subjects)

Table 10: Attributes of non-registered teachers

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7 BUSINESS PLAN

Partnership Kura Structure

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

- Governance;
- Management;
- Administration; and
- Subcontract arrangements (if applicable).

Introduction

The Te Kōhao structure has developed a holistic suite of services to support high needs whānau in accessing the services they need and to reduce inequalities. While the structure is divided into seven different service provision areas, there are four main Pou or portfolio's under which they all sit. These are: Akoranga/Education, Toko I Te Ora/Social, Te Oranga/Health and Whakaora/Justice services.

Our current structure is set out in the diagram below:

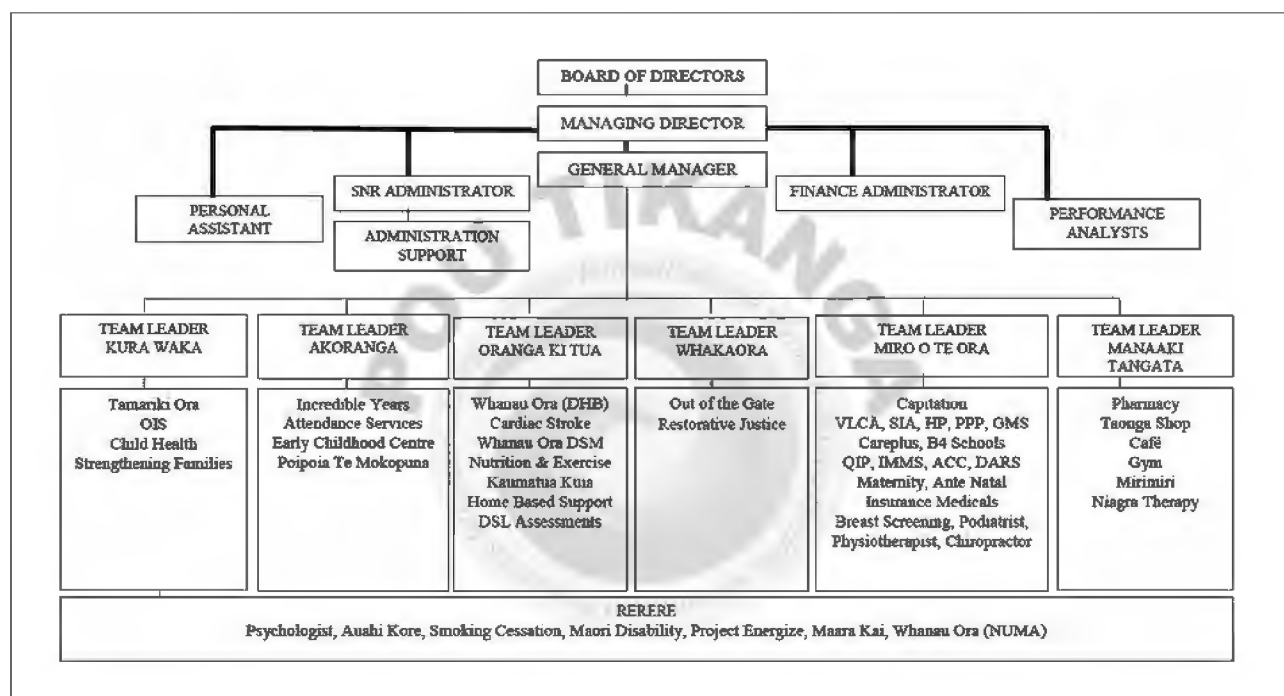


Figure 8: Structure of Te Kōhao Health

The Governance, Management and Administration structures will remain the same. Ngā Manukura will be part of Te Pou Akoranga/Education. While it will operate independently, it will be part of the overall structure of Te Kōhao.

Governance

The current governance structure will remain the same with the seven Directors including the Managing Director of Te Kōhao. The Directors are representative of the iwi of Tainui, Ngati Kahungunu, Kai Tahu, Whakatohea and Ngā Puhi. Governance will set the overall strategic direction and policy for the kura in line with the overall direction of the company.

Management

Management of the kura will comprise:

- Managing Director
- Tumuaki

- c) General Manager (Operations, Human Resources)
- d) Senior Administrator (Back Office – IT, Policy, Procedures and Processes)
- e) Financial Administrator (Back Office – Finance and Payroll)
- f) Performance Analyst (Back Office).

The Tumuaki will be responsible to the Managing Director and will be supported by the General Manager, the Senior Administrator, the Financial Administrator and the Performance Analyst. As the kura grows a deputy Tumuaki will be employed to support the Tumuaki and will in time reduce the support required by the General Manager.

Administration

A receptionist/administrator will be employed to undertake the day-to-day administrative tasks of the kura. They will work closely with the Tumuaki in the running of the kura. Te Kōhao will run the back office – saving on administration costs and resources. A new code will be set up to record all income and expenditure.

Resources will be required in relation to the implementation of Novopay if the Ministry was to insist on us using it. We would however prefer that we pay the staff through our current payroll system i.e. the Ace Payroll and financial system Exonet. An administration fee will be charged to the kura for back office support.

Our proposed structure will reduce the administrative load on the Tumuaki and staff so they can focus and concentrate on working with the tamariki. The diagram below at question 24 sets out how this will look.

Subcontractor arrangements

N/A

Involving our stakeholders

24. Describe your proposed methods or structures to ensure teacher, parent, whānau and student input to decisions that affect the school.

The foundation of Ngā Manukura is leadership and therefore it is important to ensure that whānau, tamariki, stakeholders and staff buy into a culture of success – not just as a kura, but as a community. Feedback and communication are key factors for effective democratic communities.

Our proposed structure will ensure teachers, parents, whānau, students and stakeholders are involved in decisions that affect the school. This is set out in Figure 9 below:

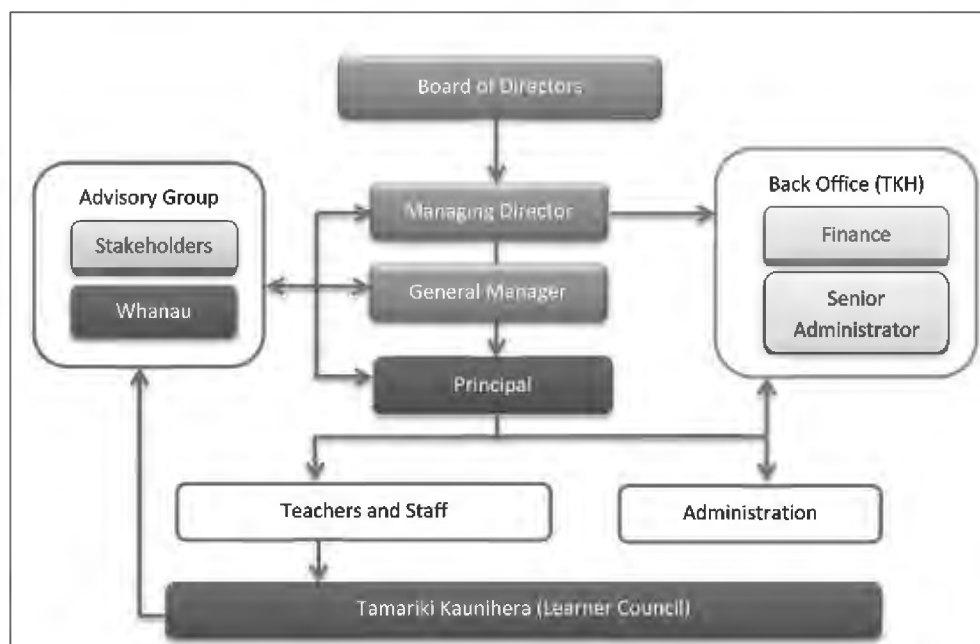


Figure 9: Structure of Ngā Manukura

As can be seen from Figure 9, an advisory group of whānau and stakeholders will be formed. This will be a consultation forum and will provide the school with feedback on areas for improvement, positive feedback and fundraising initiatives. The group will meet on a monthly basis. Performance of the kura will be reported on by the Tumuaki on a quarterly basis or as deemed appropriate by both the Advisory group and the Tumuaki.

Classroom representatives will be selected by the students and teachers to sit on the Tamariki Kaunihera (Learner Council). Initially this might be once a week and then will reduce to once a month. Members of the kaunihera will have direct access to the Tumuaki if they wish to discuss issues that might arise. This is to empower tamariki to voice their ideas and concerns and to participate in the success of the kura.

Community wananga will also be held at the end of each year to review the year in terms of tamariki progress, areas requiring improvement and planning.

Hui will also be held to involve the community in any major decisions (excluding the curriculum). These hui will occur when required. Whānau hui will be encouraged as a way of resolving whānau concerns or those of the kura.

Standard parent/teacher meetings will be held to discuss tamariki progress and any issues at hand.

In keeping with our approach to more fully engage the whānau in the education of their tamariki, we will offer opportunities for parents to learn alongside their tamariki so that they become interested and exposed to education as well. This will be part of our Incredible Years programme and work with Te Wananga o Aotearoa.

Implementation plans

25. Provide two detailed implementation plans covering:
- the period from gaining approval to the opening of the school.
 - the period from the opening of the school to the end of the first year.

Approval through to school opening

Date/Period	Event	Notes
June 2014	Notification of Preferred Applicants	As timetabled with Ministry of Education
June/August 2014	Start Lease Negotiations and finalise with the Hamilton City Council and Parks and Reserves for access to forested areas	For the Enderley/Insoll Community Centre
July 2014	Contract Negotiations	As timetabled with Ministry of Education
July/August 2014	Community Information Sharing and Consultation Hui #1	Enderley and Insoll communities
August 2014	Contract signed	As timetabled by the Ministry of Education
August 2014	Start Marketing campaign in local community through the Enderley community, Te Kōhao networks, service provider networks and publicity in local press.	To continue until enrolment numbers are reached. Advertising, pamphlets and posters and word-of-mouth will all be important promotional vehicles
September 2014	Community hui #2	Update and invite input into all kura planning. Including logistics, classroom design and teaching approach. Solicit support.

Date/Period	Event	Notes
September 2014	School administration systems definition and establishment begins.	Look into Enrol and connection of PMS system that links with Te Kōhao server. Set up all administrative support systems and processes
September 2014	Enrolments open	Enrolment procedures and access rules communicated to the community
October 2014	Seek quotes for renovation of community centre Building fit out begins	In agreement with Hamilton City Council Enlist community support for working bee
November 2014	Purchase equipment and resources	
November 2014	Community hui #3	Update progress. Enrolment procedures and access rules communicated to the community
November/December 2014	Recruit for one FTE Teacher and a part-time teacher. Recruitment of other staff	Advertise – local newspaper, Seek and Te Kōhao website. Successful candidate: <ul style="list-style-type: none"> Police checks Contracts/orientation
December 2014	Enrolments close	
December 2014	Communications to successful pupils and whānau	
December/ January 2014	Lease starts	Hamilton City Council
December /January	Set up school, health and safety, boundaries, fire alarm and earthquake drills. Check of premises, signage, fencing	To ensure everything is ready for start of school year
December /January 2015	Building ready – blessing of kura	Opening
January 2015	Staff wananga and planning/orientation	To go through the annual plans
2 February 2015	Term one begins	

Table 11: Pre-opening implementation activities

School opening to end of first year

Date/Period	Event	Notes
Term 1	<ul style="list-style-type: none"> Meet with individual whānau Dangerous persons drill Fire drill Earthquake drill Community hui to set up Whānau & Stakeholder Advisory Group Identify possible volunteers and their training needs. Staff meetings Fundraising for buildings 	Implement throughout the kura Agree process and terms of Reference Undertake police checks

Date/Period	Event	Notes
Term 2	<ul style="list-style-type: none"> Staff Planning Staff meetings Whānau & Stakeholder Advisory Group hui Fundraising for buildings 	Staff meetings regularly held in the first year
Term 3	<ul style="list-style-type: none"> Parent Teacher Interviews Whānau & Stakeholder Advisory Group hui Staff Planning Staff meetings Fundraising for buildings 	
Term 4	<ul style="list-style-type: none"> Whānau & Stakeholder hui Advisory Group hui Staff Planning Staff meetings Fundraising for buildings 	

Table 12: First year implementation plan

Financial forecasts

26. 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) Balance sheet
 - Student Roll
 - Staffing levels

[Applicant to confirm completion of the workbook titled "RFA PSKH Budget template.xlsx"]

We confirm completion of the workbook which include all budgets and tables as required. Please see separate document for financial details.

Additional funding

27. 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; and
 - the relationship between the school and the funder.

We don't expect to receive any additional funding for the kura in its initial developmental stages – apart from that provided by the Crown. However we will need additional funding to build the Kura as outlined in question 29d below, which we are hoping will come in part if not all from the Ministry of Education. However having said that we do have very good relationships with a number of philanthropic trusts who have supported our various capital works projects over a number of years. The biggest barrier to this however is that they do not fund projects that the Ministry should fund.

Gaining sponsorship support will be a lot easier once the school is operating. We will openly discuss the nature of proposed relationships with you in the event that fundraising proves necessary (note that we are very effective fundraisers – having secured funding and built a multi-million dollar health centre).

Financials, audit and insurance

28. 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;
- b. provisions for conducting annual audits of the financial operations of the school; and
- c. types and levels of insurance that you propose to operate the school.

Financial management

As an organisation we know how important it is to be transparent and accountable for public funding. Transparency with funders and community is our primary principle. As discussed above, Te Kōhao will be the back office for the kura as we have very robust financial management and internal accounting procedures in place already.

An annual budget will be completed and signed off by the Board prior to the start of a new financial year. Budget monitoring and reporting is done on a monthly basis. The accounts will be presented at the Board Meetings on a bi-monthly basis. All expenditure will be authorised by the Tumuaki and signed off by the Managing Director. Cash flow is monitored daily. Financial projections are done annually, quarterly, monthly and are monitored on a daily basis.

Orders will be placed by the school administration staff and all invoices will be passed onto the Te Kōhao finance team for payment. The kura will benefit from the purchasing contracts already in place to reduce overheads.

There is a separation of duties to maintain financial integrity. While the Financial Administrator handles contract invoicing and arranges payment of bills, she is not authorised to approve any payments. This responsibility lies with the Managing Director.

Our Financial Administrator has nearly forty years' accounting and finance experience, including 12 years in audit. Her experience includes supporting 50 schools in the United Kingdom (please view CV for further details).

Audit

Annual financial audits are completed each year by BDO Waikato. We also complete annual Charity Commission Returns which are published on their website.

Insurance

We currently hold building insurance with NZI and Specified Liabilities with Lumley General Insurance which also includes Employers liability, general Liability etc. We will consult with our insurers to look at extending this cover to include the kura with any extra necessary policies added as appropriate.

Alternatively we may consider using the Ministry of Education's Risk Management Scheme if it offers improved cost/benefit features over our existing policies. However since our insurers are the same as those of the Ministry, there may be no advantage.

Facilities

29. Outline your proposed facilities, including:

- a. the type of property arrangement and the terms of the tenancy (if applicable);
- b. how this site would be a suitable facility for the proposed school, including any plans to renovate; or
- c. 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;
- d. your financing plans for acquisition and renovation of a facility; and
- 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.

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

Asset management

30. 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.

We will develop a long term asset management and maintenance plan for both the facilities in the s 9(2)(b)(ii) OIA and for the kura when it is established. There will be an annual budget for building maintenance and repairs. There will also be a budget contribution each year to cover cyclical maintenance involving larger project – for example external painting works.

We currently contract Cove Kinloch to coordinate our building warrant-of-fitness for our major health centre. They arrange all the quarterly and monthly building checks including fire alarms and lift maintenance. This works superbly and will be extended to include the school asset management will not be an unfamiliar area or an issue for us.

Condition and management of our current building assets is audited annually by the Hamilton City Council to ensure that all applicable codes and standards are maintained and compliance met.

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8 OPERATIONS PLAN

Publicity and communication for relationships and participation

31. Explain how the school will:

Achieving enrolment numbers

- a. achieve the enrolment target you have projected in Q2.(v)

Given that Ngā Manukura will be the only Bilingual Forest School in Hamilton, enrolments will come from all over the city and not just from the Enderley/Insoll area. We already have very strong relationships with a large number of whānau, mātua/parents from all over the city who are disillusioned about the quality of the education their tamariki are receiving.

Te Kōhao currently services a population of 8,000 people of which 789 are tamariki aged between 4-9 years enrolled in our medical clinic and community services.

Enrolments will be sourced in the following ways:

- Local community networks
- Te Kōhao has a quarterly newsletter which is sent to our enrolled population which will give us the opportunity to let them know about Ngā Manukura enrolments
- Te Kōhao Early Childcare Centre will cater for fifty 0-4 year olds and they will be a feed into the kura Their graduates will be a priority group
- Internal services such as Ngā Miro Medical Centre, Whānau Ora, the Integrated Attendance Service (truancy) and Tamariki/WEL Tamaiti have a long reach into the community
- Marketing in the medical centre and wider
- Other early year centres.

Community publicity

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

There will be a great deal of opportunity for publicity in the area and Hamilton-wide because our kura coincides with a number of major developments for the Enderley/Insoll area. Our sister organisation Te Runanga o Kirikiriroa (Te Runanga) has just negotiated the purchase of a number of parcels of land from Housing New Zealand (HNZ) and Tainui. Te Kōhao is in the process of purchasing land for the Early Childhood Centre and kura from them. This will be complete by the time the successful Kura Hourua are announced. Te Runanga intend to build a kaumatua village and social housing for first home buyers.

At some point there will be a ceremony for the 'turning of the sod' and blessing of the whenua/land where Te Kōhao and Te Runanga we will be unveiling our plans for the area – press and television will be invited to attend. A date has not yet been set.

Te Kōhao also hold health promotions at key events all over the city which will offer face-to-face opportunities to meet individually with interested whānau/mātua/parents. As mentioned above, we have a large network of contacts. Given our wide network of contacts we do not envisage any problems with publicity.

Engaging parents

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

The advantage we have over many other schools is that our whānau/mātua/parents/tamarki have direct access to many wrap-around services. Plus we have a multidisciplinary team who already have a strong track record of successfully engaging whānau/mātua/parents in education. This was confirmed by the



Ki te kahore he whakakitenga ka ngaro te iwi

Without foresight or vision the people will be lost

Ministry of Education earlier this year who complimented our Integrated Attendance Services (truancy) group by advising that we have the highest rate of non-recidivism of students (primary and secondary) in the country.

Further to this, we already have a long history of very strong established relationships and links with many Māori and high-needs whānau/mātua/parents throughout Hamilton. Our credibility is high in the community and staff are well-versed in working with hard-to-reach and priority whānau. Every whānau enrolled with our Whānau Ora navigators sets goals for themselves and their whānau and they are supported to meet those goals. Education is key to their success. The synergy is strong – whānau who are engaged via Whānau Ora, or other Te Kohao services, will be engaged in their tamaiti's learning.

It is often very difficult for whānau to engage in education or health when they are in survival mode. We also offer:

- Mental Health Services (Psychologist and counselling services)
- GP Medical Services
- Incredible Years Positive Parenting Programmes
- Whānau Ora Services
- Budgeting services
- Cultural connectedness and access to Kirikiriroa Marae.

The focus of the kura will be to do as Professor Sir Mason Durie espouses, which is to ensure that whānau feel engaged, enlightened and empowered so they will want to stay and contribute to the education of their tamariki.

Engaging community organisations

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

We already have very strong relationships with many community organisations that can assist with engagement with parents/whānau. These community organisations include:

- Te Runanga o Kirikiriroa
- Raukura Hauora o Tainui
- Raukura Social Services
- Poihakena Marae Raglan (MOU)
- Tainui Te Kohanga Reo Trust
- Te Kohao o Te Ngira Kohanga Reo
- Ngā Kuaka Kohanga Reo
- Imagine Early Childhood Centre
- Te Kooti Rangatahi (held on Kirikiriroa Marae)
- Kaute Pasifika (MOU)
- Te Runanga o Kirikiriroa and all TROK Services (Sister Organisation)
- Whai Marama Youth Connects
- Te Kooti Rangatahi (Youth Courts)
- Attendance Services
- Whānau Ora Regional Network Group
- Māori Wardens
- Te Ahurei a Rangatahi
- Spectrum Care Trust Board (MOU)
- Hamilton Residential Trust (MOU)
- Te Roopu Taurima o Manukau (MOU)
- NZ Care Group (MOU)
- ROCK ON – Police
- HAIP
- Family Start.

Facilities activity – advising the community

- e. if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

N/A.

Enrolment policy and timeline

32. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

The Tumuaki will ensure the school roll is accurate. All staff will ensure that:

- Only the Administrator (Receptionist) may admit students and enter these into Enrol
- A student must be enrolled in the school Enrol and SMS systems within 48 hours of their enrolment forms being received
- All enrolments must be made on the school official enrolment form
- A hard copy of enrolments must be entered into the school admissions folder and scanned – this is for historical purposes.

Our proposed timeline for enrolling students for the 2015 year is set out in the table below:

	2015	2016	2017	2018	2019
Year 1	15	15	15	20	20
Year 2	15	15	15	15	20
Year 3	15	15	15	15	15
Year 4	15	15	15	15	15
Year 5		15	15	15	15
Year 6			15	15	15
TOTAL ROLL	60	75	90	95	100

Table 13: Ngā Manukura enrolment targets for 2015 - 2019

In the first year we plan to enrol 60 students across years 1-4. In the second year we will increase this to 75 and include year 5s. In our third year we will include year 6s and increase enrolments to 90 students. In year 4 we will increase our enrolments to 95 and year 5 to 100 students.

We have set aside sufficient funds in our budget to take on additional teaching staff as our roll increases.

The projected increase in our roll is not so great as to put undue strain on any other resources (such as administrative support or facilities management).

Our timeline for enrolling students for the 2015 school year is apparent from

Date/Period	Event	Notes
June 2014	Notification of Preferred Applicants	As timetabled with Ministry of Education
June/August 2014	Start Lease Negotiations and finalise with the Hamilton City Council and Parks and Reserves for access to forested areas	For the Enderley/Insoll Community Centre
July 2014	Contract Negotiations	As timetabled with Ministry of Education
July/August 2014	Community Information Sharing and Consultation Hui #1	Enderley and Insoll communities
August 2014	Contract signed	As timetabled by the Ministry of Education

Date/Period	Event	Notes
August 2014	Start Marketing campaign in local community through the Enderley community, Te Kōhao networks, service provider networks and publicity in local press.	To continue until enrolment numbers are reached. Advertising, pamphlets and posters and word-of-mouth will all be important promotional vehicles
September 2014	Community hui #2	Update and invite input into all kura planning. Including logistics, classroom design and teaching approach. Solicit support.
September 2014	School administration systems definition and establishment begins.	Look into Enrol and connection of PMS system that links with Te Kōhao server. Set up all administrative support systems and processes
September 2014	Enrolments open	Enrolment procedures and access rules communicated to the community
October 2014	Seek quotes for renovation of community centre Building fit out begins	In agreement with Hamilton City Council Enlist community support for working bee
November 2014	Purchase equipment and resources	
November 2014	Community hui #3	Update progress. Enrolment procedures and access rules communicated to the community
November/December 2014	Recruit for one FTE Teacher and a part-time teacher. Recruitment of other staff	Advertise – local newspaper, Seek and Te Kōhao website. Successful candidate: <ul style="list-style-type: none"> Police checks Contracts/orientation
December 2014	Enrolments close	
December 2014	Communications to successful pupils and whānau	
December/ January 2014	Lease starts	Hamilton City Council
December /January	Set up school, health and safety, boundaries, fire alarm and earthquake drills. Check of premises, signage, fencing	To ensure everything is ready for start of school year
December /January 2015	Building ready – blessing of kura	Opening
January 2015	Staff wananga and planning/orientation	To go through the annual plans
2 February 2015	Term one begins	

Table 11: Pre-opening implementation activities in Question 25 above i.e.:

- September 2014 Enrolments open
- December 2014 Enrolments close
- December 2014 Communications to successful pupils and whānau.

Discipline, suspension and expulsion

33. 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.

The suspension, expulsion and other disciplinary policies will sit within a portfolio of policies that are part of NaG 5 and come under the broad category of Tamaiti Management and Welfare. Included in this portfolio of policies are policies on, but not limited to:

1. Tamaiti Code of Conduct
2. Anti-violence
3. Bullying
4. Alcohol and Drugs
5. Stand downs, suspensions and exclusions

Fundamental to our Student Management and Welfare policies will be our belief in marae justice and restorative practice. Our school systems of behaviour management will be based on early intervention and whānau consultation and involvement. Our kura will have a policy of zero exclusions.

The Board will follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.

The right for students and staff to feel and be safe will be a paramount consideration. With this will be the corollary that all students and staff have a responsibility to care for and respect other people in our kura.

Draft policies are provided in Appendix 2.

Key leadership personnel

34. 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.

Name	Qualification
[REDACTED]	B Ed, 14 years teaching experience Tumuaki
[REDACTED]	B.Ed Non-Registered
Teachers (2)	TBC
Tureiti Moxon	LLB and DipEd
Denise Kingi	General Manager
[REDACTED]	Finance Administrator
[REDACTED]	Senior Administrator
Kiri Moxon	Performance Analyst
Board of Directors	
Mariameno Kapa Kingi	B. Social Work
Te Rangi Martell	Governance experience
Tahi Tait	Management experience
Matiu Dickson	LLB
Owen Purcell	Former Policeman
Koroneihana Cooper	Kaumātua

Table 14: Names and qualifications of key leadership roles

Please find copies of key leader's CVs in Appendix 1.

Recruiting

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

We will follow our current recruitment policy which is to recruit the best person for the job with the right qualifications at all levels, by the most cost effective means, while taking into account the career development of existing employees.

As can be seen in Figure 10 below, all positions will be advertised internally and externally through the Waikato Times, Seek Online for job seekers and Education Gazette. All applicants are asked to fill out an application form. The successful applicants are notified and offered an interview by email with the time and date. Unsuccessful applicants are notified by letter.

Selection interviews are documented and sufficient information recorded to allow a third party to understand the basis for the decision reached. Selection decisions are clearly based on the job requirements stipulated in the job description. Reasons for not interviewing an applicant are always documented and again are based on the job requirements specified in the job description and the information gained in the application form. The interview panel will consist of the appropriate management staff. Referee checks are completed before an offer of employment is made.

Police checks are then carried out on all staff. Every employee selected will be given a written offer of employment, based on an individual contract, and the offer will include the job description. No employment will commence without written acceptance of offer and the appropriate employment contract. All recruitment is approved by the Managing Director.

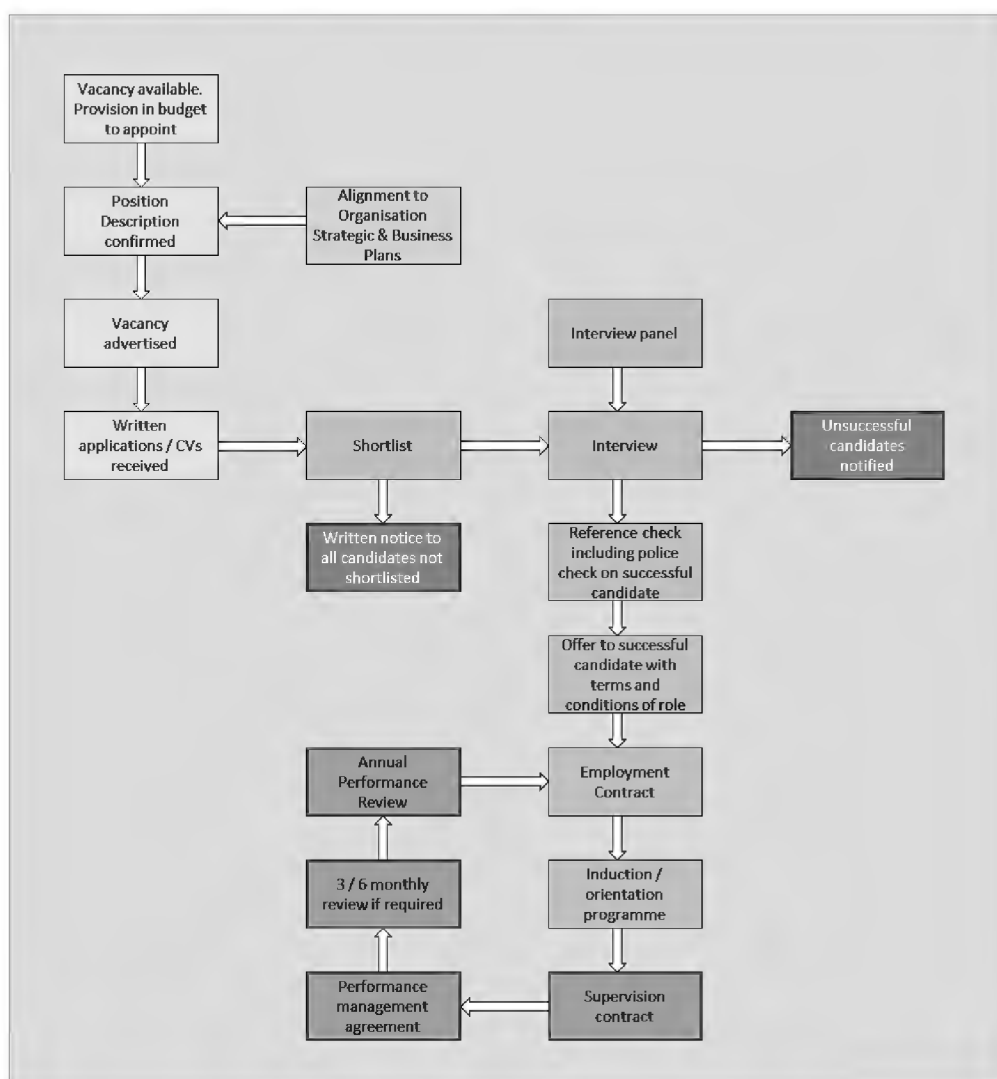


Figure 10: Te Kōhao Recruitment and Appraisal Procedure Flow Chart

A formal letter of employment is retained on the employee's file. All recruitment, employment and appointments of staff is in accordance with the Employment Relations Act 2000 and the best practice principles of HR management. We keep our HR policies and procedures up-to-date in a manual.

Teacher traits

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

First and foremost we are looking for leaders who are tamaiti-focussed, highly skilled and who are passionate about teaching.

Tumuaki

We are fortunate to have found such a person who is willing to lead our kura in our establishment years. She is a qualified Scale A Tumuaki with 14 years of teaching experience in both rural and urban schools here in New Zealand and overseas. We are sure that she has the ability to meet the objectives as set by the kura.

Teacher

We are also fortunate to have a non-qualified teacher who is required to complete the necessary teaching hours before she will achieve registration. We are keen to employ other non-qualified teachers as they are easier to mould into a different way of doing things and have not yet been institutionalised.

Experts

We are also keen to bring in highly-skilled people who know and understand the bush. People who can inspire and enthuse tamariki

We are looking for the following personal qualities:

Characteristic	Essential	Preferred
Experience Tumuaki Teacher Non-Qualified Teachers Experts without Teaching background	<ul style="list-style-type: none"> Two years' experience Can provide high quality teaching At least 12 months teaching experience Speakers of Te Reo and willing to learn Bush skills 	5 years+ Turning every experience, whether it is good or bad into a learning experience. All know and understand tikanga Māori Forest School Trained
Attitude	<ul style="list-style-type: none"> High Expectations of self, tamariki, whānau and others Tamaiti-centred and recognizes the talents and skills of every tamaiti Passionate about teaching Positive and enthusiastic Professional Helpful Committed to ongoing education. 	

Characteristic	Essential	Preferred
Personal attributes	<ul style="list-style-type: none"> Flexible and approachable Strong communication skills Good conflict management skills Innovative Resourceful Compassionate Strong organisation and time management skills Attention to detail Respectful and diplomatic A good listener Patient Confident Tenacity Personal Integrity Tika and Pono Responsible and accountable. 	<p>Goes the 'extra mile' and does what needs to be done</p> <p>Shows initiative.</p> <p>Good coaching skills.</p>
Technical Skills	<ul style="list-style-type: none"> Computer literate. 	Experienced Microsoft suite user.
Qualifications and Training	<ul style="list-style-type: none"> Registered Teacher Appropriate Skills 	Customer service training course attended.
Fit within Team	<ul style="list-style-type: none"> A team player Leads by example Experience in successfully working in a team environment. 	Committed to teaching.
Other	<ul style="list-style-type: none"> Resilient and able to work under pressure. 	<p>A sense of humour.</p> <p>Current driver's license.</p>

Table 15: Te Kōhao personnel specifications

Alongside the personnel specifications we expect that all staff have the core competency's listed below:

Core Competency	Entry Level
Whānaungatanga (Multiple Relationship Dynamics)	<ul style="list-style-type: none"> Committed to learning the principles of Whānaungatanga Committed to learning Māori communicative methods Committed to values of Te Kōhao Health
Wairuatanga (Spiritual appropriateness)	<ul style="list-style-type: none"> Acknowledge respect and understanding of karakia Acknowledge the significance and importance of Wairuatanga Committed to learning the function of Wairuatanga in the protection and care of Whānau
Whakapapa (Reflection, Consolidation and Progression)	<ul style="list-style-type: none"> Committed to learning the principles of Whakapapa Acknowledge the significance and importance of Whakapapa within a Whānau Ora and Whānau Tahi context Committed to learning the values of Whakapapa in the care of Whānau
Manaakitanga (Hospitality, fairness and respect)	<ul style="list-style-type: none"> Committed to learning the principles of Manaakitanga Acknowledge the significance and importance of Manaakitanga in the care and support of Whānau
Aroha (An action of empowerment)	<ul style="list-style-type: none"> Committed to learning the principles of Aroha Acknowledge the significance and importance of Aroha within a tuturu Māori context

Core Competency	Entry Level
Tautoko (Effective Support Systems)	<ul style="list-style-type: none"> Committed to learning the principles of Tautoko Committed to learning effective Māori support methods Have an awareness of effective Māori support systems
Kawa (Appropriate approaches)	<ul style="list-style-type: none"> Acknowledge the significance of Kawa in the care and support of Whānau Committed to learning the values of Kawa in care of Whānau
Powhiri (Interactive engagement)	<ul style="list-style-type: none"> Committed to learning the principles of Powhiri Acknowledge the role of Powhiri in regards to the interactive engagement with Whānau
Te Reo Māori (Effective and appropriate communication)	<ul style="list-style-type: none"> Acknowledge respect and understanding of Te Reo Māori and Tikanga Māori Committed to learning Te Reo Māori and Tikanga Māori Committed to learning all the waiata of Te Kohao Health
Kotahitanga (Effective Integrative Services)	<ul style="list-style-type: none"> Committed to learning the principles of Kotahitanga Acknowledge the significance and importance of Kotahitanga within a Whānau Ora and Whānau Tahi context Committed to learning the values of Kotahitanga in care of Whānau

Table 16: Core cultural competencies

Ensuring staff quality

37. 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.

Vetting Policy

Our vetting processes are thorough and it is mandatory for all staff, volunteers and contractors to undergo police checks which are kept on the staff personal files.

Mainstream human resources

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

Te Kohao has been in business for 20 years and we have a staff of 145 full time, permanent part-time and casual part-time staff. We are also accredited under the DAA Group and the Royal College of GP's Cornerstone. We have in place comprehensive policies and procedures relating to Human Resources and personnel and these will be implemented in the kura as they are in the company.

Policies and procedures can be found on our organisation's servers so staff can access them whenever required. We also have staff in-service training to ensure that all staff are aware of their rights and the policies governing the company.

It is our practice to pay staff according to their profession's pay scales. In this case this would be the salary scale as set down for teachers. The caveat to this is that salaries and salary increases are highly dependent upon funding.

We have comprehensive Employment Agreements in place for all our staff which include a detailed employment Description and core cultural competencies. These include but are not limited to:

- Appointment of staff
- Staff Appraisals
- Teacher Registration
- Staff Professional Development
- Leave for Staff
- Disclosures
- Teacher Conduct and Discipline
- Sexual Harassment
- Police Vets
- Conflict Resolution and Personal Grievance
- Equal Employment Opportunity
- Privacy
- Termination.

We have developed a series of policies that serve as a guideline for how the school will operate. These policies, which will facilitate the learning that needs to take place to achieve our goals include:

- Complaints Policy
- Equal Opportunities Policy
- Enrolment Policy
- Harassment Policy
- Health and Safety Policy
- Police Vet for all Adults Policy
- Policy on Drug Misuse and Abuse
- Protected Disclosure Policy
- Appointments Policy
- Teaching Staff Performance Policy
- Staff Conduct and Discipline Policy
- Student Behaviour Management Policy
- Student Discipline Policy
- Stand down, Suspension and Exclusion Policy.

Please find a copy of these policies attached in Appendix 2.

Appraisal for continuous development

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

Every staff member will have an annual Performance Review. The Performance Management Policy clearly show each staff member's self-selected goals for the year, plus individual goals that have been discussed with the Tumuaki. Teaching staff will need appraisal procedures that are sufficiently robust to meet NZ Teacher Registration requirements.

The Tumuaki is responsible for ensuring all staff are appraised to the appropriate standards in a timely fashion – usually on or near their anniversary date of employment. They also need to ensure they conform to the kura's Annual Plan.

Volunteers

40. If you propose to use volunteers and/or contractors, outline:
- a. the roles (where not disclosed in section 10(v) of this form);
 - b. how they will be identified, vetted and trained.

Volunteer/contractor roles

We will need volunteers to support the kura. We envisage that these will come from the kura community. In order to get buy-in from the whānau, wananga/training will be held for volunteers. Possible roles for volunteers could include:

- Forest School facilitators
- Fundraising
- Transporting students
- Food preparation
- Sports Coaching
- Arts and Crafts classes
- Support for excursions.

Contractors will be engaged on an as-required basis for specific educational programmes and external training assessments. However, our aim will be to draw the bulk of our expertise from within the organisation in terms of skill and expertise in the health, social, skills and expertise arena. This workforce will promote positive messages about health, social work, IT, management, finance, etc. with a view to planting seeds in terms of a possible career pathways for tamariki.

Volunteer/contractor – finding, vetting and training

Volunteers will come from the kura community as stated above. Contractors maybe employed for their expertise and skill in technology, Forest School philosophy, bush craft etc.

Volunteers will be required to undertake police checks and will work at all times under the guidance, control and authority of our staff. Contractors will be required to provide references as well as undertake police checks. All contractors and volunteers will undergo full induction.

Health and safety

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

We already have robust Health and Safety Policies in place currently which will be implemented in the kura. These have been put in place to:

- Protect all staff, students, visitors, providers, contractors and sub-contractors from workplace hazards
- Identify and either eliminate, isolate or minimise workplace hazards
- Implement a best practice health and safety approach and seek continuous improvement
- Minimise hazards, accidents or injuries through education, training and learning across the organisation
- Minimise costs associated with downtime, injury or rehabilitation
- Ensure compliance with all statutory health and safety requirements within the Health and Safety in Employment Act 1992, appropriate regulations and codes of practice.

We will implement our comprehensive Health and Safety Management Programmes which will be a combination of the following systems:

- Identifying and managing hazards
- Recording, reporting and investigating accidents
- Informing staff of hazards, training and supervision
- Managing foreseeable emergencies
- Managing the health and safety of contractors
- Managing the safe use of equipment
- Consulting with staff on health and safety issues
- Fire and earthquake drills

We will comply with OSH requirements and ensure high safety standards are met in the kura. All staff will be required to undertake first aid training.

In addition to our own comprehensive health and safety management policies, programmes and tools, we will implement the various Ministry-driven initiatives. This includes carrying out safety training with tamariki and delivering campaigns on issues such as the prevention of flu epidemics and promoting healthy lifestyles. Through our clinic we will also run immunisation programmes.

We currently have a policy of zero tolerance to violence or abuse of any kind. This will be a large part of our daily activities where we constantly remind students of the responsibilities by practicing safe behaviour:

- All new students will undergo a school induction
- Safety information and material will be displayed throughout the school
- Safe behaviour and making good choices will be a part of our curriculum.

In addition to these measures we will take a register every morning and carry out a headcount at lunch time. No tamaiti will be allowed to leave the premises without an adult who has informed staff and signed the tamaiti out in our register.

All staff will go through a comprehensive induction which will include comprehensive first aid training. Staff will not be permitted to meet with whānau off school premises unless consultation has taken place with the teacher and management sign off has been completed.

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9 ACCEPTANCE OF DRAFT AGREEMENT

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
We have no concerns with the Draft Agreement		

10 ASSUMPTIONS, RISKS AND CAVEATS

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1	A	Successful application	That we will be successful in achieving this contract
2	A	Enrolment numbers	That we start with 60 students and reach our maximum Year 1-6 capacity.
3	R	Enrolments exceed target numbers	There may not be enough space to accommodate demand in the first stage
4	A	Highly qualified, skilled motivator Tumuaki	That the Tumuaki can implement the learnings of the global innovators to inspire tamariki to succeed.
5	R	Passionate educators and leaders	Lack the drive and the passion to inspire.
6	R	Starting with the end in mind – Setting goals, dreaming	Could create disillusionment if we don't succeed.
7	R	Secure land for future development at a later date.	Hamilton City Council may reject our request and therefore future growth may have to be off site.
8	R	Intermediate and High Schools will continue the positive work that we have done	Low expectations of local High Schools may create low achievement. Tamariki are not valued or challenged to maintain high level of achievement.
9	C/R	The Government may change in next election	Policy may change and put school and tamariki at risk.
10	A	Government wants this to succeed	A world leader in education
11	A	Tamariki will succeed	Leaders of tomorrow
12	A	Community Interest and Support	That the community will support this new approach to Education and enrolments and meet goals
13	A / R	Teaching Pedagogy	That the models planned as the foundation for Teaching and Learning deliver positive outcomes
14	R	Success at Secondary School	That our graduates do in fact stay through to Year 13 and Succeed at NCEA

Reference	Type (A / R / C)	Subject	Comment
15	R	The Sponsors move too fast to grow the kura	It is imperative that over the first 3 years the culture of the kura is imbedded and teaching practice is sound
16	A	There is a need for a quality bilingual kura in Hamilton	Only one in Hamilton city
17	R	Secure funding to build a kura	It may take longer than anticipated if Ministry of Education does not assist with capital works funding
18	R	Secure a lease for Enderley Community centre	Although Hamilton City Council are keen to lease a large part of the Community Centre to establish the kura it will be shared with two other groups until the kura is built which could pose problems. Worst case scenario may have to look at a different site if lease not available
19	C	Staff funding will be set at the same level as other teachers of their experience	We may not have enough funds to fund at this rate
20	R	It may take longer than 2 December 2014 to get a full roll	We will continue to enrol until our numbers are reached
21	R	Neighbours may not want a school so close to their homes	We have brought land for the purposes of a school beside the ECE centre
22	R	Resource Management consent may be difficult to obtain in a residential area.	We were successful in obtaining resource management consent for the ECE centre.

11 APPLICANT DECLARATION


Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership kura. OR jointly with [N/A] OR in consortium with [N/A]	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three 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 part 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 our 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 representative of the Minister, Ministry or the Board.	agree

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

DECLARATION

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.

This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.

Signature:	 s 9(2)(a) OIA
Full name:	Tureiti Moxon
Title / position:	Managing Director
Date:	10 March 2014

12 APPLICANT CHECKLIST

Action Required	Done
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014	✓
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014	✓
3. Complete all required sections of the application.	✓
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014	✓
Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)*	✓*
One paper copy of the Excel spreadsheet containing your commercial information/financial details*	✓*
One CD Rom or memory stick containing an electronic copy of all of the sections of your application	✓

*We note that the instructions at 4.7b in your *Part One – Requirements and Rules* are slightly different to the above checklist i.e.:

- b) **Nine** paper copies of the Application document (two copies to be provided unbound or stapled) and **Two** paper copies of the excel spreadsheet regarding financial details must be submitted in accordance with the RFP rules (Section 2 - Rules part 7. Standard Terms).

Here you ask for **two** unbound copies of the application and **two** copies of the financial spreadsheet details.

We have followed the instructions at 4.7b.

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Appendix 1: Curriculum Vitae pages 63 - 75 withheld under section 9(2)(a) of the Access to Information Act

REDACTED

Appendix 2: Policies and Procedures

Complaints Policy

Equal Opportunities Policy

Enrolment Policy

Harassment Policy

Health and Safety Policy

Police Vet for all Adults Policy

Policy on Drug Misuse and Abuse

Protected Disclosure Policy

Appointments Policy

Teaching Staff Performance Policy

Staff Conduct and Discipline Policy

Student Behaviour Management Policy

Student Discipline Policy

Stand down, Suspension and Exclusion Policy

Complaints Policy

Rationale

This complaints policy has been adapted from the Te Kōhao Health Human Resource policies to ensure consistency across the whole organisation. It is intended to provide a clearly laid out process for dealing with and resolving complaints against staff, pupils or anyone acting in the name of Ngā Manukura School. This policy and its procedures is intended to ensure fairness and justice to all parties.

- (1) All complaints and concerns will be investigated. Those received in writing will require notification the complainant that the complaint has been received.
- (2) Verbal complaints will be noted and acknowledged as being received and will endeavour to have an investigation of the complaint completed within 15 working days.
- (3) The Tumuaki is responsible for informing complainants of alternative places they may go to have a complaint addressed. Should the complainant choose to have the complaint investigated by the Tumuaki the following complaints process will apply.
- (4) The Tumuaki will take into consideration the nature of the complaint and will investigate the complaint accordingly. If the complaint is against the Tumuaki and is deemed to be of a serious nature then this will be investigated by the General Manager/Managing Director. This may at times require that the employee/s named in the complaint to discontinue working within the area/s outlined in their job description, particularly if the complaint relates to sexual abuse, rape or any other sexual activity with a client, serious breaches of client rights or physical, sexual, emotional, mental and spiritual abuse of a pupil or work colleague.
- (5) In determining whether an employee/s will discontinue working with the area/s outlined in their job descriptions the Tumuaki will take account of:
 - The seriousness of any breaches of, code of ethics, code of practice, teaching standards, standards of staff conduct, employment contract or job description.
 - Whether there have been similar breaches and over what time span.
 - Whether the current breach is part of an emerging problem or continuing pattern.
 - To what extent has the employee/s received education about pupil rights, code of ethics, standards for staff conduct.
 - What impact this action will have on other employees
 - Whether there is sufficient evidence to justify discontinuing an employee/s area of work outlined in their job description.
 - Whether discontinuing an employee/s area of work will assist in preventing the investigation being prejudiced by attitudes, perceptions and judgements by either work colleagues, clients or other potential complainants.
- (6) The Tumuaki will notify the employee/s concerned that a complaint has been received and will provide the employee/s with a written copy of the complaint.
- (7) The Tumuaki will inform the employee/s of the process for investigating the complaint. This information will be given to the employee/s in writing and will include any disciplinary action which will take place while the investigation is being carried out.
- (8) The Managing Director may appoint a person/s to act on his/her behalf to investigate the complaint.
- (9) The investigation will relate specifically to the complaint received.
- (10) The following documentation will be used to assist the Tumuaki and/or the appointed investigator to identify whether the alleged complaint breaches any part of either the staff code of conduct, code of teaching practice, pupil rights, code of ethics, employment contract or job description either collectively or individually.
- (11) It is acknowledged that a breach of part or all of one of the policies named, may impinge on the manner in which an employee/s upholds the other policies.
- (12) All complaints will vary in severity and will be dealt with accordingly.
- (13) Initial enquiries into the complaint will involve meeting with the employee/s who are named in the complaint. This meeting will involve interviewing the employee specifically in relation to the

complaint to assist ascertain the extent of any alleged breaches. The responses of the employee/s to the complaint will assist in determining the appropriate action to take to prevent similar situations from recurring.

- (14) All questions asked of the staff member/s will relate to the complaint and to the policies which are allegedly to have been breached.
- (15) The employee/s named in the complaint are entitled to have a support person accompany them to any or all interviews relating to the complaint in which they have been named.
- (16) The investigator must keep accurate, proper and complete records of all stages of the complaints procedure. This includes records of interviews, questions asked of the employee/s named in the complaint and any audio or visual tapes used for the purposes of investigating the complaint.
- (17) The person investigating the complaint will, if the need arises, make contact with the complainant to clarify any issues relative to the complaint.
- (18) The complainant may appoint a contact person to act as an intermediary between the investigator and themselves.
- (19) The person investigating the complaint may choose to meet with other persons in respect to the nature of the complaint, if it is determined that this will assist in identifying a satisfactory solution. These persons may include but are not limited to the employee or employees work colleagues, clinical supervisor, team leader, General Manager, Managing Director or referees used in position applications.
- (20) The employee/s named in the complaint must be informed of this procedure prior to the implementation.
- (21) The investigator must provide the Tumuaki/Managing Director with the reasons that this procedure is being implemented and how the procedure will assist progress of the investigation. The Managing Director will consider these reasons in light of the complaint and the status of the investigation at this time and whether the employee/s agree to this process being implemented.
- (22) The investigator will report the findings of the complaints investigation to the Managing Director within 15 working days of the investigator accepting to investigate the complaint.
- (23) The findings of the investigation will include recommended courses of action and reasons for the action. Upholding the recommended action will be at the discretion of the Managing Director who may, depending on the severity of the alleged breaches, seek guidance and advice from the Trustees.
- (24) The employee/s named in the complaint will be informed by the Managing Director of the outcome of the investigation including the type of action to be implemented to prevent a recurrence of a similar situation.
- (25) A copy of the complaint and the findings of the investigation will be the only information filed on the personal file of the employee/s named in the complaint.
- (26) Information held on file by the Managing Director will be the original complaint or notes of verbal complaints including all documentation of the complaints procedure such as questions, audio and visual tapes and the findings of the investigation.
- (27) Should the findings of the investigation process remain unsatisfactory for either the complainant or the employee/s concerned, either party has the right to invoke any other legal representation that they believe will be able to resolve the complaint to their satisfaction.

Types of Action:

The types of action that may result from the investigation of complaints from clients or staff fall into the following areas:

1. Invalid and no action

This action may arise where a complaint is not valid. An invalid complaint will usually occur as a result of misunderstandings, wrong information or facts.

2. No Action

This can result because the complainant chooses to withdraw the complaint or the complaint is not upheld as a result of the complaints investigation procedure. If this happens the Tumuaki will document this action and this will be attached to the employee/s personal file indicating that the complaint was withdrawn. Should the outcome of the complaints process be that the complaint cannot be upheld, the complaint along with the findings will be placed on the employees personal file.

3. Explanation

This action will usually involve contacting the complainant and providing a full explanation of the circumstances surrounding the nature of the complaint. An explanation may include clarifying our role as a kura, that of the teachers, employees and the role of our organisation. This may include situations where action may be required of staff or where the public do not have adequate information about the functions and contractual responsibilities of Te Kōhao Health Limited. It is also about the public and other organisations having unrealistic expectations of teachers and the kura.

4. Staff Action

This is where a resolution requires a change in behaviour of a staff member. This may include but is not limited to, training, an apology to the complainant, up-skilling, working on restricted duties, daily report, change of clinical supervisor, breach recorded in performance review or receiving a written warning.

5. Disciplinary Action

This type of action is generally the result of an employee/s seriously breaching the code of ethics, client rights, employment contract, job description, staff code of conduct or the laws of the country whilst carrying out duties on behalf of Te Kōhao Health Limited. These breaches include, but are not limited to sexual harassment or abuse of clients or colleagues, forming inappropriate intimate and sexual relationships with clients, assault, fraud and theft, unauthorised use of resources or blatant disregard for upholding client rights or blatantly refusing to carry out work related work activities without valid reasons for non-compliance. Disciplinary action is considered to be suspension or termination of employment.

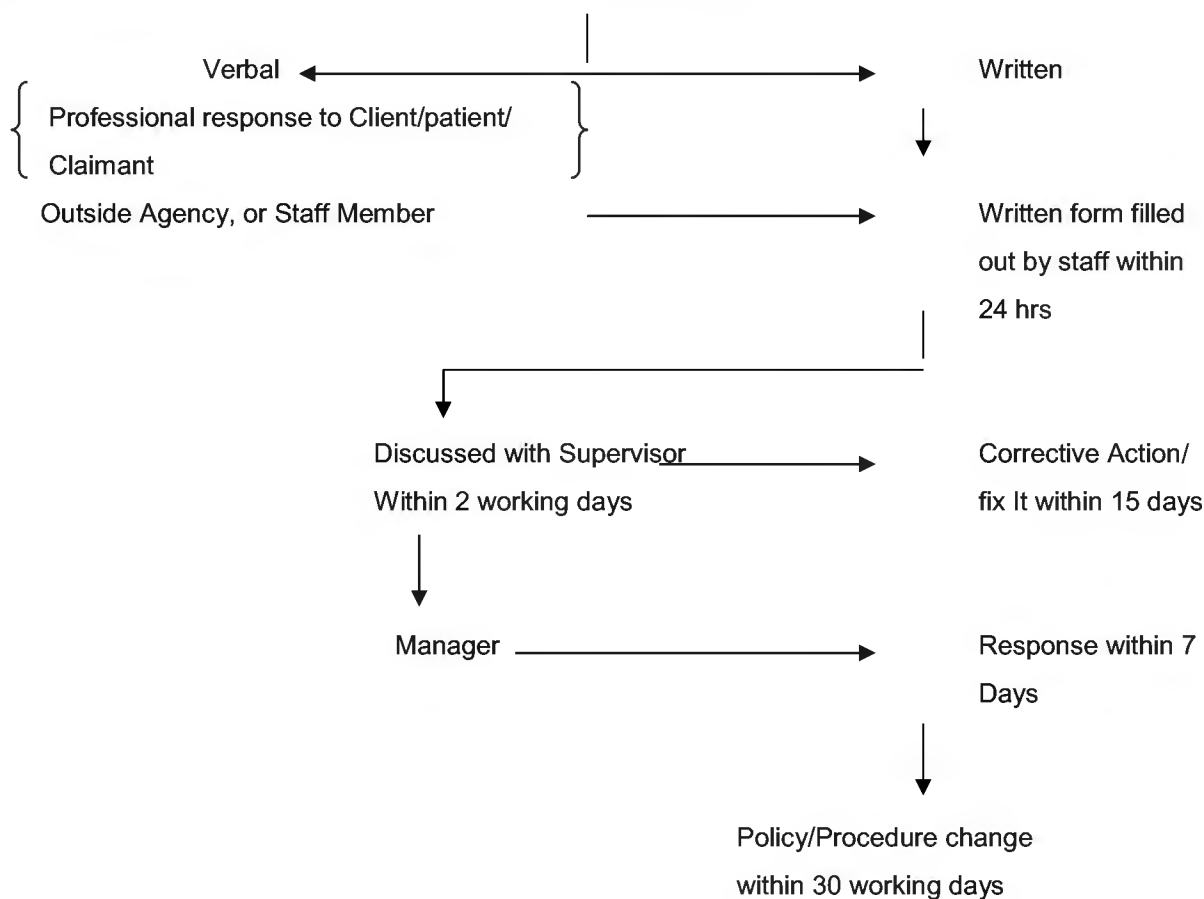
6. Systems Action

This action requires a change on behalf of the organisation. These changes include but are not limited to improving service delivery, upgrading information, human resource development and training, management and financial systems and restructuring.

NOTE:

It is acknowledged that resolutions for complaints may require more than one type of action to effectively redress a complaint.

7. The complaints process as set out in the diagram below:

Complaint Received

8. All complaints will be filled out on one of the following forms:

- Corrective Action
- Incident/Accident
- Hazards

All corrective action, incident/accident and hazard forms are to be filled out by the complainant or advocate then given to the person whom the complaint involves for a response. This is to be submitted to the Tumuaki who will complete the process recording what was done up until the resolution to the complaint. All complaints are signed off by the Tumuaki and the Quality Assurance Team.

At any stage of this process, Advocacy services are available to any party involved. Te Kohao Health offers an advocate, or links to other advocates if preferred.

Equal Employment Opportunity (EEO) Policy

Rationale

The School supports the development and implementation of an equal employment opportunities programme in accordance with requirements of the State Sector Amendment Act 1989, the Human Rights Act 1993 and NAG 3.

Purpose

To ensure the School provides equal access, consideration and encouragement in areas of recruitment, selection, promotion, conditions of employment and career development for all current and prospective staff.

Guidelines

EEO responsibilities will be managed by the Tumuaki of the kura

The Tumuaki and/or Managing Director will be responsible for the development and implementation of an EEO programme each year.

- Regularly review the EEO policy statement.
- Undertake a consultation and education process with all Board and staff on issues of EEO as needed.
- Monitor the annual EEO programme and identify any discrimination in employment, especially for target groups.
- Ensure personnel policies are developed and reviewed in line with EEO principles.

Conclusion:

Implementation of these guidelines will ensure that equal employment opportunities are a reality for all staff at Ngā Manukura.

Enrolment Policy

Rationale

Ngā Manukura is required to manage its student population so as to meet the parameters and criteria as a Kura Hourua/Partnership School. A key component of management is the process by which students are enrolled in the kura to:

- Maintain the distinctive Character of the kura
- Maintain rolls at desirable levels
- Specify the priority order of enrolments
- Implementation of Enrol data base

Policy Statement

All tamariki wishing to gain admission to Ngā Manukura must meet the stipulations of this Enrolment Policy and the Enrolment Procedures.

Tikanga Principles

This kura was established as a Kura Hourua to address the achievement issues for Māori specifically in Kirikiriroa. Accordingly the, wairua and ethos of the school, curriculum management and Governance are based on tikanga principles

Guidelines

- The kura's enrolment procedures will be aligned to the enrolment procedures of all other schools in Kirikiriroa
- Te Kōhao will have an Annual Plan with specified dates for the enrolment process, and roll numbers for each year level and for the total school.
- The kura will adopt the priority order for enrolments as determined by the Kura Hourua Legislation and regulations.
- In the event there are more applicants than spaces from within Kirikiriroa a ballot will be held in the event there are more applicants than spaces.

Enrolment Procedures

Enrolment dates 2014

- Enrolments open 1st July 2014
- Enrolments close August 30th 2014
- Ballot for enrolments 6th September 2014

Enrolment intake 2014-2019

- In 2015 the intake will be limited to 60 students who in 2015 will be Year 1 to 4 students
- In 2016 the intake will include students in Years 5 and 6
- The Total School roll will be limited to 105 students with no more than 20 students at any one year level.

Zone Information

- Tamariki who live within the city boundary of Kirikiriroa are deemed to be in zone for our kura. If the numbers within zone are greater than the number of places available then a ballot will be held to determine entry.
- The first criteria will be to ascertain the students who meet the special character of our School.
- Once Tikanga and Te Reo Māori considerations are determined then if there are still more applicants than places, then a ballot will be held to determine who gains entry to our school.
- In the event that all places available are not taken by In Zone students then Out of zone students will be balloted for on the basis of:
- Priority One: Siblings of current students
- Priority Two: Tamariki of staff of the organisation and or our sponsors.

Special Character considerations

- Our kura targets priority students who will commit to the values and beliefs of our school. – refer our Charter statement.

Harassment Policy

Rationale

The Board is committed to providing a learning environment and workplace at Ngā Manukura that is free from all forms of harassment.

Tikanga Principles

This kura was established as a Kura Hourua to address the achievement issues for priority students specifically in Kirikiriroa. Accordingly the, wairua and ethos of the school, curriculum and management and Governance are based on tikanga principles.

Definition

Harassment is any verbal or physical behaviour that is unwelcome, inappropriate and offensive to the receiver. Harassment can occur between any members of the school community. It can include:

- Sex orientated jokes, cartoons, posters, pin-ups
- Offensive questions, comments, abuse, leering
- Unwanted, unnecessary, deliberate physical contact, touching and gestures
- Comments of a derogatory nature
- Questions and comments about private life
- Requests for sexual favours implying promises of favourable treatment or threats of unfavourable treatment

Guidelines

1. All complaints of harassment will be taken seriously, investigated quickly, confidentially and fairly in accordance with our complaints policy.
2. Anyone with a complaint about harassment should contact one of the following:
 - The Tumuaki - in the first instance.
 - Managing Director

- The General Manager
 - A member of the Senior Management team
 - The union representative (PPTA).
 - The Human Rights Commission (ph (09) 309 0874. PO Box 6751 Auckland).
3. The complainant will be offered both an informal and a formal process for the resolution of complaints.
 4. Informal Process - for low level complaints the Tumuaki can offer advice on dealing with the issue or complaint, or suggest a mediator to discuss the complaint with both parties and seek a solution.
 5. Formal Process - for more serious complaints or complaints where mediation or the informal process has been unsuccessful.

A formal complaint (in writing) will be referred to one of the following bodies for investigation, whichever is preferred by the complainant:

- the General Manager
- The Managing Director
- The Quality Assurance Team
- the PPTA/NZEI
- the Human Rights Commission

When Te Kōhao Health receives a formal complaint we will follow the procedure set down in our Complaints Policy.

Health and Safety Policy

Rationale

Ngā Manukura aims to provide a safe physical and emotional environment for everyone on site but specifically students and staff. We will comply with all current legislation which ensures the safety of our Whānau.

Purposes

- To provide a safe and healthy learning and working environment for students and staff at Ngā Manukura School
- To preserve the long term health of whānau in our community by providing leadership and mentoring for health and welfare; and demonstrating care and concern for self, others and our environment.

Guidelines

1. Te Kōhao Health policies will extend to the kura. All current policies, management statements and procedures are already actively practiced and regularly reviewed for accreditation and audit compliance. This list will include, but not be limited to:
 - Harassment
 - Sexual, physical or emotional abuse and bullying
 - Protection from communicable diseases
 - Student conduct
 - Occupation Safety and Health
 - Protection from identifiable hazards
2. Education outside the classroom will have a specific set of guidelines and procedures that safeguard our students and staff when they are engaged in school activities off the school site.
3. Te Kōhao management will include Health and Safety training in the professional development programme of the School. All staff will have the opportunity to gain First Aid Certification.

Police Vet for all Adults Policy

Rationale

As part of our Health and Safety policy all adults who have care of our tamariki, or who are in close proximity of our tamariki will be of good and proper moral standarding, ethics, integrity and conduct. (State Sector Act 577A)

Purpose

To ensure that the school is, and remains, a safe place for all tamariki and whānau.

Police vetting is a screening process to identify potential risk. It is not a selection criteria.

Guidelines

- The kura will use the police vetting process set up by New Zealand Teachers Council for all teachers, Tutors, Mentors
- All staff will undergo police vetting
- All positions will be conditionally confirmed awaiting final Police vetting confirmation
- Te Kōhao will reserve the right to employ or reject an applicant taking into consideration a range of circumstances; including but not limited to:
- How long ago the inappropriate conduct occurred
 - The circumstances of the conduct
 - The age of the applicant at the time of the offending
 - Societal conditions at the time
 - The probability the applicant will re-offend
 - The risk potential to our kura and its whānau with specific emphasis on offences against tamariki.
 - All Applicants will be treated fairly and there will be absolute privacy over Police Vetting declarations

All volunteers, parents, professionals and/or facilitators who come into our kura who will be assisting in classes, supervising other tamariki in and out of class, and who are involved in sport/cultural activities or EOTC must have a current police vet.

Policy on Drugs Misuse and Abuse

Rationale

For the purposes of this policy the kura identifies drugs as all illegal drugs, legal (pharmaceutical) drugs for inappropriate use, solvents; as well as alcohol and tobacco.

Our kura is a Smoke Free School as per the legislation.

We also recognise that misuse of drugs is a community and/or whānau problem and therefore we see our role as protecting our young offenders and assisting with their care and rehabilitation.

Purposes

1. To ensure our kura is a healthy and safe place for all whānau
2. To provide guidance in handling drug related incidents
3. To ensure support is available for students involved with drugs.
4. To provide leadership on the issue of drug misuse in our community
5. To assist agencies target adults who supply our youth with drugs.

Guidelines

- We will act when a student is at school, on the way to or from school, on EOTC, or representing our kura at any event.
- Every incident of drug use or involvement at our kura as detailed above will be investigated and a written statement made and recorded.
- The Tumuaki in conjunction with the Managing Director will determine the appropriate course of action; but whānau will always be alerted to incidents involving their tamariki (tamariki).
- The focus of our enquiries will be an educative and collaborative approach, especially with first time offenders. In our investigations a focus will be on identifying the adults who supply our tamariki with drugs
- The school will work with any and all agencies who have a focus on dealing with drug abuse and misuse but reserve the right on how we deal with such agencies
- Students involved with drugs will not automatically be stood down or suspended but this punitive punishment could be one solution to addressing an incident.
- The kura will alert the Police when illegal drugs are involved
- Adult use of drugs at school will be dealt with pursuant to the Staff Conduct and Discipline Policy
- On all EOTC. Sports trips et al, our camps are “dry”. Adults and students are not to drink alcohol or smoke

- Our kura Campus is a smoke free zone.
- The School programmes will include Units on Drugs, Tobacco and Alcohol misuse and abuse.

Protected Disclosure Policy

Rationale

The Protected Disclosures Act 2000 came into effect on 1 January 2001. The Act requires that public sector organisations such as schools have an internal process that staff can use if they wish to make a protected disclosure. The following information details this process and provides details about the protections given in the Act.

Policy

Te Kōhao ensures procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

Procedures

Procedures for making a protected disclosure under the Protected Disclosures Act 2000 are:

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring [or may occur] within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Protected Disclosure Recipient to the Tumuaki.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the Te Kōhao procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the Tumuaki is involved in the wrongdoing, or is associated with any illegal activity that would make it inappropriate to disclose to them, the complainant can then make the disclosure to the Managing Director.
4. It is then up to the Managing Director to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
 - a) to investigate the disclosure themselves
 - b) whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
5. If you believe that any staff member of the kura may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing the complainant must be directed immediately to the Tumuaki in the first instance or the Managing Director of Te Kōhao Health and a decision will be made as to whether or not an approach to an external authority is required.

Who is an “appropriate authority”?

As noted above, in some circumstances the disclosure could be made to an appropriate authority by the complainant or the person to whom they have made the disclosure. An appropriate authority is defined in the Act as including:

- The Police
- Child Youth and Family

Appointments Policy

Rationale

The best possible appointments must be made to both teaching and non-teaching (support) vacancies to ensure the goals of the school can be achieved.

Tikanga Principles

This kura was established as a Partnership school to address the achievement issues for priority students in Kirikiriroa. Accordingly the, curriculum and management and governance policies are based on tikanga principles

Guidelines

1. All appointments to teaching and non-teaching positions within the school will comply with relevant legislation and employment criteria.
2. All procedures will comply with the Appointments Procedure attached to this policy.
3. All persons involved in the appointments process will respect the confidentiality of every application and its accompanying referees' reports, written or verbal.
4. All appointments will be made taking into consideration the EEO Policy.
5. The Te Kōhao will be responsible for the recruitment, and selection of the Tumuaki, and Lead teacher.

****For all other positions the General Manager and Tumuaki will be delegated responsibility to make appointments**

1. For the appointment of the Tumuaki, Te Kōhao and any other professional adviser deemed appropriate will facilitate the selection process. For all other appointments, the Tumuaki will also be involved.
2. In any of the appointment processes, outside professional advice may be sought or used in the selection process if it is thought appropriate.
3. For all other appointments, teaching and non-teaching, Te Kōhao delegates its power of recruitment, selection and appointment to the Tumuaki and General Manager. All teaching applicants for the Lead teacher position(s) must be registered with the New Zealand Teachers Council Registration. If the Lead teacher is unregistered, evidence must be supplied to demonstrate that application to the NZTC is being processed. In these cases an extension (from the New Zealand Teachers Council) may be sought prior to appointment.
4. All appointments are subject to a satisfactory police vet.
5. If no suitable applicant for a particular position is available then no appointment will be made. (Temporary staffing measures will be provided until the position is re-advertised).

Appointments Procedure:

6. Timeline is decided from date of advertisement to intended appointment.
7. Appointment documentation is produced:
 - Job Description
 - An Application Form (incl. Teacher Registration and
 - Police Vetting information)
 - Referees Forms
 - Criteria for appointment
 - School/Community Description
 - Interview questions
8. Advertise position (incl. EEO Options).
9. Te Kōhao logs applications and acknowledges receipt by post or email.
10. Candidates are short listed and interview questions prepared.
11. Interviews conducted.
12. In the case of Lead teaching appointments evidence of current teacher registration is confirmation that a satisfactory police vet has been undertaken by the New Zealand Teachers' Council.
13. In the case of all other employees Te Kōhao must obtain a police vet prior to the appointment being made.
14. Unsuccessful applicants are notified and any relevant documentation is returned.
15. The Financial Administrator is advised of the appointment.
16. An induction process and information will be provided for all new appointments.

Teaching Staff Performance Management Policy

Rationale

Performance appraisal is a legislative/contractual requirement. The process is designed to maintain and enhance quality teacher performance within a positive, supportive environment.

Purpose

1. To improve the quality of teaching practices and therefore to enhance learning opportunities in our school.

2. To identify individual teacher strengths and development needs.
3. To enable decisions to be made about appropriate professional development opportunities for staff and to enable resource allocation for these.

Tikanga Principles

This kura was established as a Kura Hourua to address the achievement issues for priority students in Kirikiriroa. Accordingly the, curriculum and management and governance policies and procedures are based on tikanga principles.

Guidelines

1. Every staff member will complete an Annual Agreement prior to 2 February 2014 or prior to starting their employment. The annual agreement will include NZTC status, attestation and appraisal (including professional development) information.
2. Every staff member will have a job description that will form the basis for performance and developmental objectives.
3. Attestation will occur annually.
4. Appraisal occurs once per year per staff member. Each staff member should be appraised in each subject area in which he/she teaches in a three year period. Staff may request an appraisal more frequently.
5. The responsibility for the implementation of the appraisal/attestation policy and process in relation to teachers will be delegated to the Tumuaki.
6. Attestation of teaching staff is a requirement of employment.
7. Appraisal is a requirement of employment and can be by a peer.
8. The appraisal of the Tumuaki will be the responsibility of the General Manageras set out in the Policy - Performance Appraisal of the Tumuaki.
9. All performance appraisal documentation relating to teachers is confidential to the appraiser and the appraisee except the appraisal information report that must be handed to the Tumuaki. Copies of appraisal documentation held by the appraiser should be given to the appraisee. All other copies should be destroyed.
10. Staff who have concerns about their nominated appraiser or about the outcomes of their appraisal may apply either to the Tumuaki or Te Kōhao to seek a review.
11. The Tumuaki will report to the Managing Director in March and December on the implementation and progress of the performance appraisal cycle and on resulting staff development and training.
12. The Tumuaki, in consultation with staff, will be responsible for the organisation of appropriate staff development activities which aim to enhance teaching practice and learning opportunities.

Staff Conduct and Discipline Policy

Rationale:

This Policy details a process to enable concerns or complaints of staff conduct to be addressed in a manner that recognises:

- The interests of the school community,
- The need to ensure the maintenance of professional standards of conduct and behaviour while also recognising the importance of natural justice and the integrity of individual staff.

Purposes:

1. To ensure that there is a consistent and fair approach when dealing with concerns or complaints about staff conduct and behaviour.
2. To provide guidance to those involved in the process and to put in place practical steps that recognise the rights and dignity of those involved and ensure compliance with relevant employment obligations and the principles of natural justice.
3. To achieve outcomes that are fair to all parties and also recognise the wider interests of the school community including the need to uphold professional standards of staff conduct and behaviour.
4. To complement the complaints policy should an issue of staff conduct or behaviour arise out of a complaint received by the kura.

Application of Employment Agreement:

Where an issue of staff conduct, behaviour or discipline arises then the relevant provisions in the applicable employment agreement shall be applied in each case and if there is any conflict between the procedure set out in this policy and the applicable provision in the employment agreement; then the provisions in the employment agreement shall prevail.

Initial Procedure:

A complaint or concern about staff conduct or behaviour should be committed to writing and in the first instance dealt with by the Tumuaki, or if the complaint is against the Tumuaki then forwarded to the Managing Director who will undertake the inquiry.

The Tumuaki shall notify the staff member of the concern and arrange to discuss the complaint informally with the staff member, following which one of the following may occur:

Dismiss concern/complaint: If the Tumuaki is satisfied after hearing the responses from the staff member and/or from other inquiries, that the complaint is frivolous, vexatious or without any foundation. The process will not continue and the Tumuaki will keep a record of the process and notify the complainant and those concerned of the outcome in writing.

Resolution: Where the facts are clear and acknowledged and an agreed outcome (which is considered appropriate by the Tumuaki) is reached, then this shall be recorded in writing. The concern will have been resolved without the need for initiating formal disciplinary procedures and the Managing Director advised of the outcome.

Initiate formal disciplinary procedures: If the Tumuaki is satisfied that given the nature of the complaint and/or the parties have not been able to resolve the complaint by informal means, then the concern shall be referred to the General Manager to initiate formal disciplinary procedures.

At the time of notifying the staff member of the concern, the TUMUAKI shall also advise the staff member of his or her right to seek whānau, family and/or professional support and to the extent that it is practicable, take steps to protect the mana and dignity of the staff member during the process.

The Tumuaki is empowered at any time during this part of the inquiry to initiate a suspension of the staff member in compliance with the relevant provisions of the applicable employment agreement.

Formal Disciplinary Procedure:

Where the Tumuaki decides that the concern/complaint should be the subject of formal disciplinary procedures, then the matter shall be referred to the Managing Director who in turn shall delegate undertake a formal disciplinary procedure.

The following principles shall be observed:

1. The staff member shall be advised of the reason for the disciplinary procedures being initiated, provided with all information that has been collated to date and reminded of his/her right to obtain advice and to be represented throughout the inquiry and disciplinary process.
2. The interview of any witnesses may be undertaken by the Managing Director or delegated to the Tumuaki or other person on behalf of the Managing Director as considered appropriate. All witness statements, interview notes and any other information collated shall be made available to the staff member and representative for response.
3. The staff member (and representative) shall be given the opportunity to provide submissions/responses in accordance with the principles of natural justice.
4. The Managing Director is empowered during the process to initiate suspension in compliance with the relevant provisions of the applicable employment agreement.

At the conclusion of the formal disciplinary process, the Managing Director shall prepare a report with its findings and if a breach of discipline is held to have occurred, a recommendation on penalty/outcome will be included.

The report (together with any recommendations) shall be provided to the staff member to allow the opportunity to make representations as to findings and any recommendations. The Managing Director will consider any representations before finalising the report and/or recommendations.

Staff Leave Policy

Rationale

The granting of leave on appropriate occasions is consistent with being a 'good employer' and consistent with the wairua which is the foundation stone of our kura

Purposes

1. To enable the School to meet Equal Employment Opportunity and good employer obligations.
2. To adhere to relevant employment awards and employment agreements.
3. To provide consistency in the granting of leave.

Guidelines

1. The kura accepts that staff require leave for a variety of reasons some of which are detailed in Union regulations and some which are not.
2. Staff requiring leave should first discuss the matters with senior staff then if applicable submit to the Tumuaki using Te Kōhao's leave application form.
3. Requests for short term leave (up to one week) should be made at least one month in advance.
4. Requests for long term leave (more than one week) should be made at least one term in advance.
5. Leave applications are at the discretion of the Tumuaki for up to one week absence, and at the discretion of the General Manager on the Tumuaki's recommendation for more than one week.
6. Consideration of leave requests will take into account such factors as:
 - terms of the current Primary Teachers Collective Employment Agreement any curriculum benefits/disadvantages our tamariki or kura
 - any professional benefits/disadvantages to the staff member
 - availability of suitable relief staff
 - staff members commitment/service to our kura
7. Sick Leave: All employees are required to advise the Tumuaki if they are unable to undertake their duties prior to normal commencement time. The Tumuaki will require a sick leave certificate for absences exceeding three days.

Conclusion

Approval of leave is governed by the relevant employment agreements and the conditions of this policy. The needs of the staff member will be considered along with the needs of students and the kura in making decisions on leave requests.

Student Behaviour Management Policy

Rationale

Our kura recognises the right of every person; students, staff and others to work, learn and teach in a supportive, pleasant and safe environment. This means we uphold the traditional values and principles of Māori including but not limited to:

- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whānau: The actions that connect us a team –whānau

Purpose

1. To develop a school environment in which respect for each and all is a basic tenet
2. To help students to appreciate the right of other students to learn in a caring environment.
3. To help students appreciate and learn the consequences of their actions
4. To create an environment where Māori principles are put into practice and are foundation stones of our kura

Guidelines

- In consultation with our School community to create a Student Code of Conduct for the kura.

- That Code of Conduct will transcend the kura boundaries and touch the lives of all whānau associated with our kura.
- Whānau are an integral part of our Student Management Plan in terms of its creation, implementation and its overriding aspirations.
- The Discipline policies and procedures of our kura will be robust, transparent and consistent. Natural justice and fairness in all circumstances will be adhered to.
- The Code of Conduct will accentuate the positive and restorative justice based on Māori protocols; including but not limited to; anger management, conflict resolution, negotiation, peer mediation and problem solving will be a foundation principle.
- Our Kaumatua will guide and Mentor our kura

Student Discipline Policy

Rationale

Our kura recognises the right of every person; students, staff and others to work, learn and teach in a supportive, pleasant and safe environment. This means we uphold the traditional values and principles of Māori including but not limited to:

- Manaakitanga: The actions that enhance power, value and respect
- Rangatiratanga: The actions that bind our kura together
- Wairuatanga: The actions that makes us each improve ourselves
- Whānaungatanga: The actions that connect us a team –whānau

Purpose

1. To clearly establish the “rules” inherent in the kura’s Student Management Policy
2. To establish the procedures so that policy is translated into action
3. To identify key roles, responsibilities and guidelines for the Student Management Plan and Code of Conduct.

Principles and Guidelines

- Rules and expectations must be clear, transparent, robust and consistent
- Good behaviour is acknowledged and rewarded
- Consequences of behaviour must be understood by everyone and consistently applied
- Rules must be fair, and seen to be fair
- Staff and adults are be positive, but firm in dealing with tamariki
- Our kura will not abide by corporal punishment
- Groups will not be unfairly punished because of the actions of one or two.
- Adults must not use cruel, humiliating or demeaning punishments to reprimand a tamaiti
- Parents/whānau will always be involved at the very earliest stages if a student’s behaviour is of concern
- If and when behavioural concerns escalate we will abide by our Māori principles to guide our actions and deliberations

Student Code of Conduct

1. General Conduct

- a) Tamariki are expected at all times to conduct themselves in a sensible, responsible manner while at school, moving to or from School, on school trips, at school activities or events or when representing the school at other venues.
- b) Students conduct should:
 - Show respect, care, concern and consideration for others
 - Show respect for the property of others, including the school
- c) Students are expected to cooperate with all staff member (not just teachers) at our kura. This includes when requested following the instructions of all staff members
- d) All forms of bullying will not be tolerated including:
 - Physical intimidation and threats
 - Verbal taunts, humiliation
 - Text and cyber bullying

- Sexist or sexual threats or taunts
 - e) Our kura is a: Smoke Free, Drug and Alcohol free, and Solvent free school. This applies to the school, school events, trips, traveling to and from school and at any time where students are identified as being members of our school.
2. Attendance at School
- a) School hours are from 8.55 to 3.15 Monday to Friday during School terms. Students must attend school every day. If and when absent from School parents must alert the school on the morning of the absence
 - b) The school will use their own resources and that of the Integrated Attendance Service to assist whānau where students are not attending school regularly
 - c) Students must be at school on time.
 - d) Students must attend every class during the school day.
 - e) Students must not leave the school grounds without the permission of staff.
 - f) In all cases above the kura will work with whānau to impose very high standards of attendance at school and in class. Restorative practices and/or Whānau Ora support will be used but in the event that students do not take responsibility for their own behaviour then more punitive measures may be taken.

Stand Down, Suspension, Exclusion and Expulsion

Policy

Te Kōhao must follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.

Purpose

- To ensure that the students' best interests are first priority.
- To protect staff and other students from the consequences of a student's activities.

Procedures

1. The Tumuaki in conjunction with the Managing Director will run whānau hui and in his/her absence the General Manager will run the hui.
2. The Managing Director has full power to act in the absence of the Tumuaki.
3. All relevant evidence must be gathered in written form as impartially as possible. Names, dates and times are important.
4. Parents/caregivers must be informed as soon as possible that a stand-down/suspension may have to be considered. If parents/caregivers are not available it may be important to have a student advocate.
5. Careful consideration of all information must precede a decision to remove the student from school.
6. Students rights must be met at all times – full information must be provided to the student and the family.
7. Having decided to remove the student, adequate supervision and care must be given until the student is delivered to a parent or caregiver. Students must not be sent home alone without parent consent.
8. A face to face discussion and explanation of the circumstances should be given to the parent/caregiver at the time that the student is given over to their care should parents collect the student.
9. A written summary report provided by the Tumuaki and details of meeting times and any other relevant information must be provided as soon as possible.
10. On-going guidance and counselling must be available to the tamaiti, and to parents/caregivers, throughout the period leading up to the meeting. The Tumuaki to refer for guidance upon decision being made. The procedures and their implications must be fully understood. Appropriate processes must be put in place in consultation with the family. Consideration should be given to culture, religion, language, family history, other helping agencies, race, gender and so on. Student safety should be a guiding principle.
11. The stand down/suspension process is to be transparent. Key questions for parents and students include:
 - How public is this process? Will the student have a bad reputation from this time on?
 - Does suspension mean expulsion?
 - Will my student have a life-long record?

- What happens to the suspension documents?
- Do I need a lawyer?
- What do the possible outcomes of suspension mean for my student's schooling?
- Will my student be discriminated against by other students and teachers?
- Why didn't the school tell me that things weren't going well?
- Why didn't the school explain possible consequences for bad behaviour?
- Has the school been fair?

Review

This policy is reviewed as part of Te Kōhao Review Cycle.

Pages 93-98 are redacted
under s.9(2)(b)(ii) OIA

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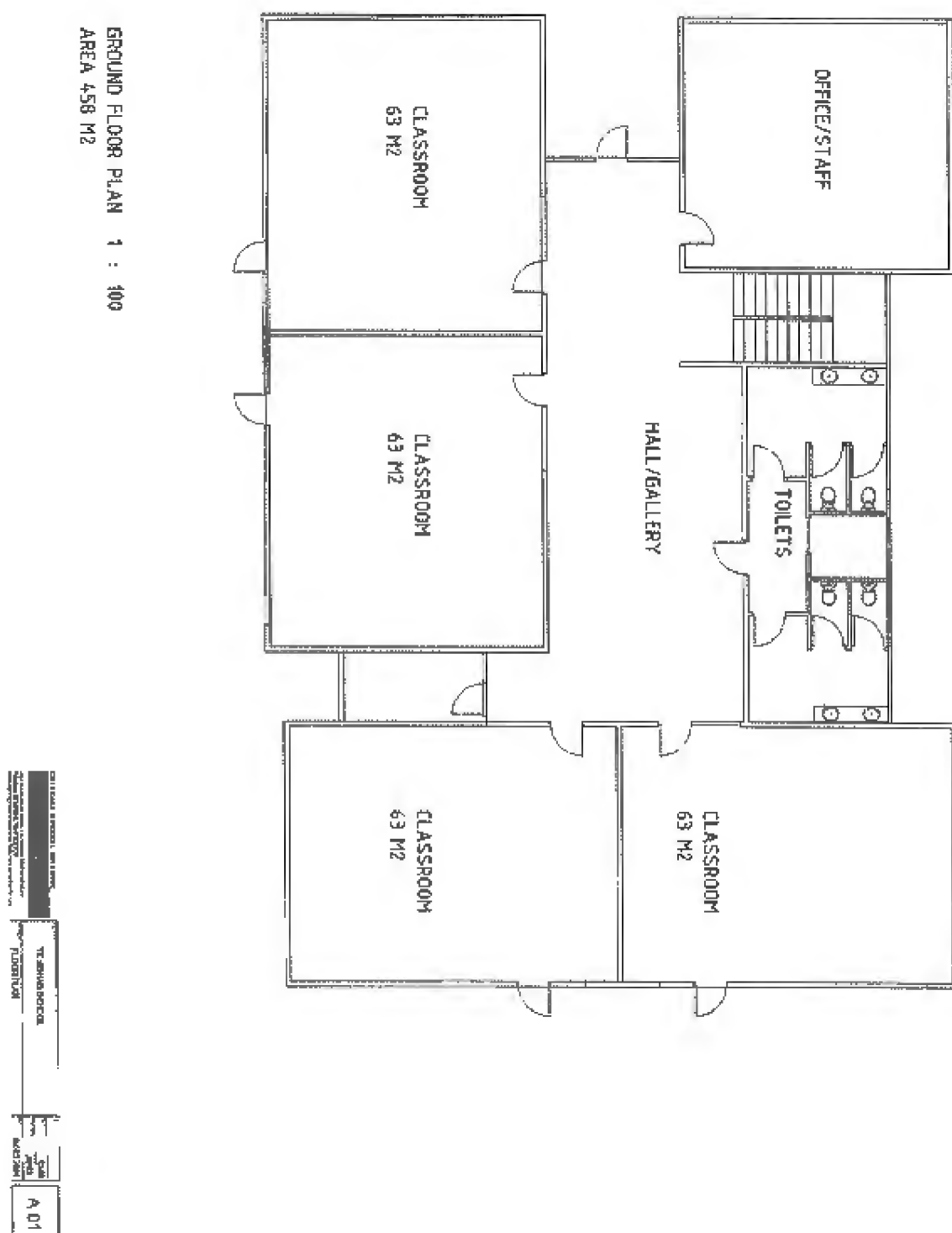


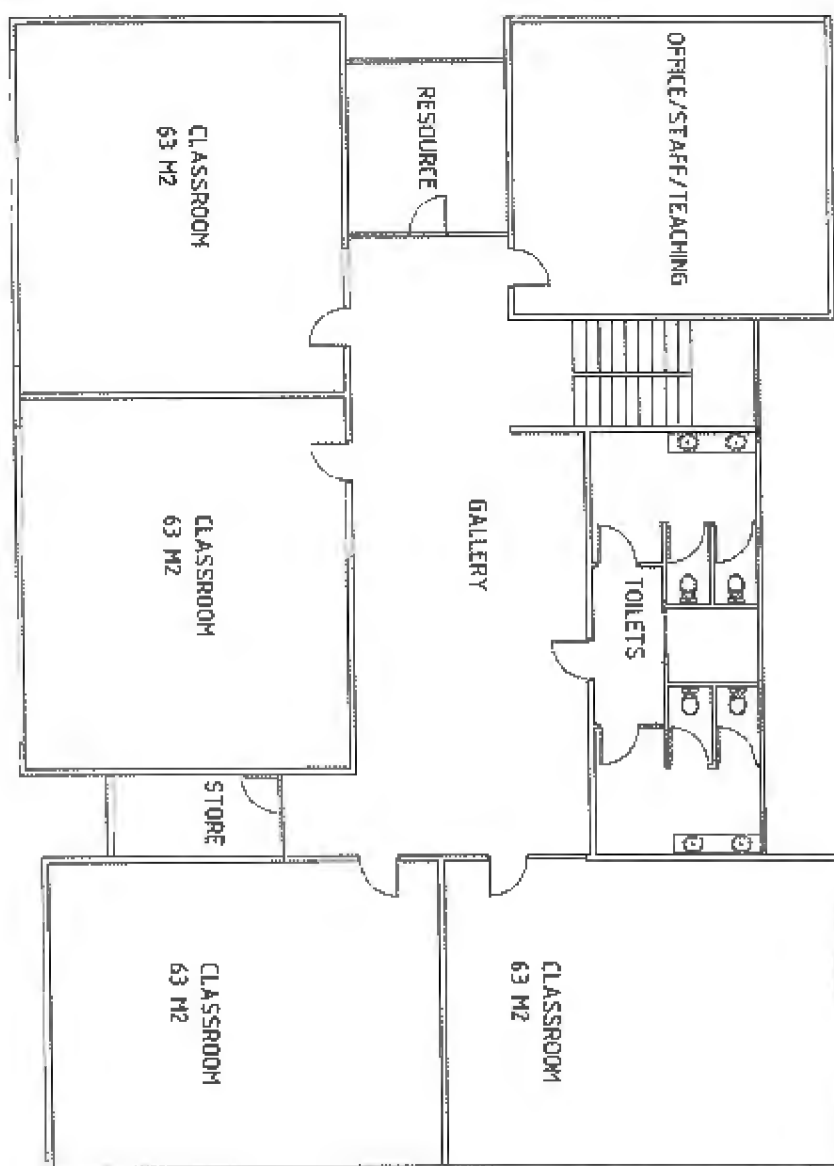
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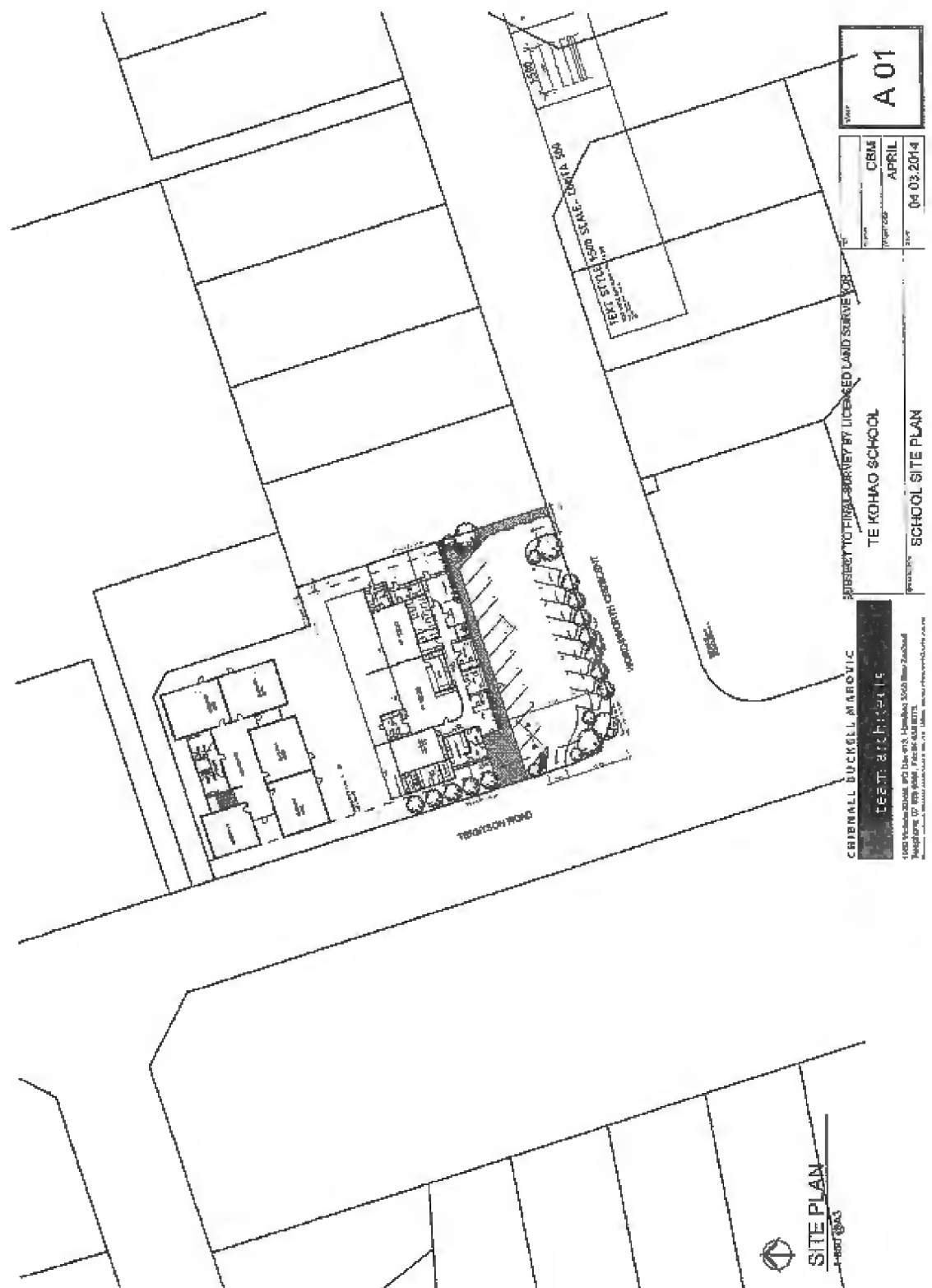
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Classroom block – lower floor



UPPER FLOOR PLAN 1 : 100
ARAE 458 M2[illegible]

Site plan



Appendix 5 pages 102 - 103 withheld under section 9(2)(a) of the
Access to Information Act

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Annex 6 (five pages): Annual Report and Audited Accounts - withheld
under section 9(2)(b)(ii) of the Official Information Act

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