

# PARTNERSHIP SCHOOLS | KURA HOURUA

## IOI EVALUATION

<b>PROPOSED SCHOOL : TE KURA AMIQRANGI</b>
<b>Proposed sponsor: Te Tanwhā Youth Charitable Trust</b>

<b>School Type</b>	Secondary bilingual
<b>Proposed location</b>	Hamilton
<b>Year levels in first year of operation</b>	9, 10, 11
<b>Year levels at full enrolment</b>	9, 10, 11, 12, 13

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

## STATEMENT OF PURPOSE AND GOALS

### Purpose and Goals

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

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

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

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

Meets	Approaches
<b>Feedback for proposer</b>	
<b>Strengths</b>	Provides a Mission statement detailing the attributes and attitudes the school will promote.
<b>Area for Development</b>	<p>There is no explanation of <u>how</u> the mission will enable student engagement and achievement. This needs to be developed.</p> <p>There is only the single goal of NCEA Level 2 for all students and that all students will complete Year 13. If this is to be a Year 9 – 13 school there needs to be more performance goals which reflect the nature of the school and its mission and expectations for different year levels.</p>

## EDUCATIONAL PLAN

### Proposed Student Population and Educational Need

Reviewers will be looking for statements that demonstrate:

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

<b>Meets</b>	<b>Approaches</b>	Follow
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	<p><i>The proposed student population is extremely general. What are the identified needs of students in the area (which area will it serve) What are the specific educational needs of these students? How have these been identified? More depth and analysis is needed.</i></p>	

### Learning Environment, Teaching and Curriculum

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

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

<b>Meets</b>	<b>Approaches</b>	Follow
<b>Feedback for proposer</b>		
<b>Strengths</b>	<p><i>Identifies NZC as the curriculum and states that the school will meet its obligations to the MOE and Government.</i></p>	
<b>Area for Development</b>	<p><i>There is no clear description of how the school's approach will improved achievement for the proposed student population and enable it to meet the stated goals.</i></p>	

**Community and External Engagement**

Reviewers will be looking for:

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

Meets	Approaches
<b>Feedback for proposer</b>	
<b>Strengths</b>	<i>Has identified some links that will need to be made, e.g. with social services.</i>
<b>Area for Development</b>	<p><i>Steps for securing parental support and student enrolment are limited and need to be developed into a more coherent strategy.</i></p> <p><i>Identifies a need for increasing levels of engagement with family. How will the daily engagement be facilitated once the school is operating?</i></p> <p><i>Discussions have identified a need but no specific relationships have been created.</i></p>

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**OPERATIONAL PLAN**

**Leadership and Governance**

Reviewers will be looking for evidence of:

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	N/A	
<b>Area for Development</b>	A governing board has been convened but no details have been provided about the membership and their qualities, competencies and roles.	

**Staffing**

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	The plan is clear with description of roles of each person.	
<b>Area for Development</b>	Need more detail on how this will support the school's purpose and goals.	

**Proposed Enrollment**

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Provides a rationale for the start up years although there appears to be no provision for growth within year levels.</i>	
<b>Area for Development</b>	<i>It would be useful to know when the school would see itself reaching full capacity. Based on the 2014 – 2018 development plan it could be some time before it reaches, for example, 200 in Year 9.</i>	

**Proposed Facilities**

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>Identifies the need to rent or lease buildings.</i>	
<b>Area for Development</b>	<i>No suggestion of a plan about how to go about this or how it would be staged to accommodate the planned growth.</i>	

**BUSINESS PLANNING**

Reviewers will be looking for evidence that:

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

<b>Meets</b>	<b>Approaches</b>	<b>Below</b>
<b>Feedback for proposer</b>		
<b>Strengths</b>	<i>N/A</i>	
<b>Area for Development</b>	<i>Very little details at this stage and will need considerable development in the RFP.</i>	