

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

## **B. EDUCATIONAL PLAN**

### **1. Proposed Student Population and Educational Need**

Describe the proposed student population and their educational needs.

Maori Pacific Island Religious and lower socio economic students

Describe any challenges to learning that the proposed student population may face.

Most will have struggled in the present system and may have been truant or expelled . Having a system which values them as children of god and a wide curriculum that may interest them good make a difference.

#### **Evaluation**

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.

### **2. Learning Environment, Teaching and Curriculum**

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

#### **Programmes**

Every year Te Kura Amiorangi and board will:-

- i. accept the obligation to meet New Zealand curriculum objectives at all times as set out by the Ministry of Education and the requirements of all syllabuses prescribed under the Education Act or relevant regulations as follows:
- ii.- Level 1 – 3 NCEA English Maori Maths Level 1 – 5 Nat Qualifications Framework Technology Home Economics Computer studies, Building and construction Sport and Recreation, Pilots licence, Automotive, Small Business, Performing Arts, The Arts, Religious Studies
- iii. approve a policy statement that details how the school will deliver the curriculum. This policy will include time allocation, resources, staff preparation, and options and progressions available to students;
- iv. ensure that the curriculum is implemented through the learning and teaching programmes developed by the staff and or correspondence school.

They will include specific learning objectives and outcomes realistically stated in terms

of a range of achievements;

v. identify groups of students who do not experience successful outcomes from the school, or who are prevented or discouraged from participating in the full range of activities at the school;

vi. provide opportunities for students to gain workplace experience and qualifications that set a clear path to full employment;

vii. will each year review the ways in which the school consults with individual students and their families on matters of personal and academic progress;

viii. evaluate and report to the community on the extent to which the policies have been successful, and review and amend them and delete them accordingly.

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

NZC

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

The programmes will be individualised to each student's goals and desires for the future

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

By regular evaluations and review

How will the learning environment look through the eyes of a learner in your school?

Hopefully a fun place to be, but also a busy place.

### **Evaluation**

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.



### 3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

Whanau Hui with community , and hui with social services involved with youth (justice , truancy whanau ora)

What will be your next steps to secure parental support and student enrolments?

Depending on success of application a hui will be called for all interested whanau , even though initial estimates are positive.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

Monthly meetings initially till confirmation of success then weekly from then till a month before opening then daily from then on.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

Engagement has been by word of mouth with agreement to there being a need but actual support will be sought if proposal is successful. Agencies contacted. Te Runanga o Kirikiriroa , Kohao Trust , Tainui . Other relationships we hope to build will be with all iwi in terms of scholarships for their own students at our school along with major businesses throughout the Waikato in terms of naming rights sponsorships and scholarships.

#### Evaluation

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.

## C. OPERATIONS PLAN

### 1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as

Attachment 1. Governing Board was convened last month before holidays are waiting for minutes to confirm officers. Along with the accounting firm that will be auditing accounts. Principals teachers caretakers and other staff will be formalised later on in the process about June once again dependant on success of proposal.

#### Evaluation

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.

### 2. Staffing

As Above: The board will advertise all positions needed to run the programmes and school in the NZ Gazette.

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership (Minimum Degree and Teaching and management experience must have been a teacher.
- teaching positions (Open to qualified teachers and non qualified persons who have expertise in their fields ie: carvers kaumatua )
- support staff, and (Open)
- operational staff. (Open but need to have experience in the specific tasks or job descriptions)

2014	
Principal	<ul style="list-style-type: none"> <li>• Minimum Degree and Teaching and management experience must have been a teacher. May be required to teach as well as administration tasks</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• 3 Fulltime equivalents – may include mixed loads (ie 0.2 for carving , 0.2 for wananga etc) Includes computer maintenance</li> </ul>
Office staff 2	<ul style="list-style-type: none"> <li>• Principals nominee – Wages – PA to principal</li> <li>• Daily administration of school</li> </ul>
Caretaker	<ul style="list-style-type: none"> <li>• Grounds /Cleaning</li> </ul>



Cleaners/Grounds Staff	• 2
Kaiawhina	• 3 support staff

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

### Evaluation

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

### 3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
9	40	40	40	50	60	200
10	40	40	40	40	60	200
11	40	40	40	40	50	100
12		40	40	40	50	100
13			40	40	50	100

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

Initially the levels chosen at year 9 – 11 are to enable the programme to be set up and by adding a year from then on will make for an easier transition for the school

### Evaluation

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

#### 4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

Initially 6 Classrooms , a staff room and Computer suite access to gymnasium swimming pools(aquatic centre Te Rapa) Meeting hall.

Describe how you intend securing these facilities.

Either rent or lease buildings from Tainui or from businesses within Hamilton CBD

#### Evaluation

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.

#### D. BUSINESS PLANNING

Establishing a Partnership School | Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

Much of the governing body has expertise in these areas , but a professional accounting firm will audit accounts.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

Partnerships are by word of mouth at the moment but will be confirmed if application is successful.

#### Evaluation

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.