

Villa Education Trust

Question 1

If the maximum roll is set for a lower roll than you have applied for, would you still wish to proceed with your application? What are the implications of a reduced roll?

If the maximum roll was set at a lower roll we would still wish to proceed with our application. A minimum we would see as a viable option in each venue is as follows

- Wanganui 60
- South Auckland 120
- West Auckland 120

As a result there would be very little implication of a reduced roll and we would still be able to fulfill what we have stated in the original application. Please note as stated previously we are willing to discuss any combination and number of Villas with the selection committee both for this round of funding and for any future rounds. The individual Villa model is easy to replicate and we will operate with a modular approach for each Villa. Our application refers to Villa being modules of 60 students.

Question 2

Please confirm what you believe to be the value you are going to add to the existing school network

The functional value we add to the existing school network is as an alternative pathway for students into senior secondary school. Middle schools are not typically part of the New Zealand school network despite the documented importance of the middle years to a child, their physical, social and emotional wellbeing. As such we offer a viable and proven alternative to the more traditional intermediate or full primary school model.

Our model focuses on these important middle years, providing an opportunity to prepare students for senior secondary in a more inclusive, personalized, family based and integrated culture. We focus on traditional school outcomes with value added so ALL students have opportunities as they move on to other schools and further education. We also provide opportunities for students to excel in a wide range of areas and to develop a set of attributes and competencies necessary for success in life.

The value added for our students is best described as a “Pathway to Opportunity”. We ensure they are well placed to succeed not only academically but also emotionally and socially when they enter senior secondary school and beyond.

The size of our Villas means we are able to work closely with all students and their families/whānau and develop a strong sense of community, which aligns with many Māori and pasifika cultural values. We believe we can show how smaller schools can operate effectively and that students do not always need to go to larger schools. Again, as such we are providing an alternative to current network provisions.

Importantly, our students remain within a recognizable school setting, albeit with key cultural and operational differences. They are not disadvantaged in any way when they return to a more traditional secondary school education – as most do from Mt Hobson. Indeed, anecdotal evidence from parents suggests they are advantaged by their four years in the Villa model.

Our innovation is in how we deliver the curriculum, in our broad focus and integrated model. It is also in the size and culture of our Villas. It does not work outside the current system but shows how schools within the existing network can offer viable alternatives. We see ourselves as innovative but

not experimental. We are not removing students from the school system we are helping them succeed within it.

Question 3

Please confirm the rationale for a multi-site operation, and address how this will improve the educational outcomes for the priority groups you propose to serve

A multi site operation enables more students to experience the Villa model, without compromising the model. The size of our Villas is an important point of difference and being multisite enables us the opportunity to keep this point of difference. This model improves their outcomes because it enables personalised learning and enables a sense of Whanau and aiga in the school setting.

With being multisite the staff can have the benefits of being part of a larger professional community. One of the issues for teachers in smaller schools can be the lack of professional critique and support. In many instances they work in isolation. Principals of small schools have spoken of the value of professional learning networks with their peers as these, in effect, provide them with a senior leadership team so they are not working on their own. We envisage the multi-site model enabling our academic leaders and teachers access to this kind of peer networking which facilitates feedback, support, further innovation, which in turn will improve educational outcomes.
