INDICATION OF INTEREST

in applying to operate a Partnership School | Kura Hourua opening in 2014

Te Kura Amorangi o Whakawātea

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to chair@partnershipschools.education.govt.nz

The Partnership Schools | Kura Hourua Working Group
CONTENTS

1. Foreword from the Chair of the Partnership Schools | Kura Hourua Working Group
2. Indicative Timeline
3. School Contacts and Profile
4. Statement of Purpose and Goals
   A. Purpose, Mission/Vision
   B. Goals
5. Educational Plan
   A. Proposed Student Population and Educational Need
   B. Learning Environment, Teaching and Curriculum
   C. Community and External Engagement
6. Operations Plan
   A. Leadership and Governance
   B. Staffing
   C. Proposed Enrolment
   D. Proposed Facilities
7. Business Planning

The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.
FOREWORD FROM CATHERINE ISAAC

The Partnership Schools | Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School | Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: http://partnershipschools.education.govt.nz/who-we-are.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by 1 February 2013. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the ICI process is optional. Interested parties who do not submit an ICI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac
CHAIR
Partnership Schools | Kura Hourua Working Group
**INDICATIVE TIMELINE**

The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Houora and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013. The application process for Partnership Schools | Kura Houora is subject to the passage of the Education Amendment Bill through the House of Representatives.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 December</td>
<td>Indications of interest due</td>
</tr>
<tr>
<td>24 January</td>
<td>Submissions to Science and Education Select Committee close</td>
</tr>
<tr>
<td>1 February</td>
<td>Indications of interest (IOI) due</td>
</tr>
<tr>
<td>15 February</td>
<td>IOI review completed</td>
</tr>
<tr>
<td>1 March</td>
<td>Publication of application information / Request for proposals</td>
</tr>
<tr>
<td>12 April</td>
<td>Proposals due</td>
</tr>
<tr>
<td>25 April</td>
<td>Review of proposals by Authorisation Board</td>
</tr>
<tr>
<td>29 April - 1 May</td>
<td>Interviews with Authorisation Board</td>
</tr>
<tr>
<td>31 May</td>
<td>Decision announced by Minister of Education</td>
</tr>
<tr>
<td>28 June</td>
<td>Contracts Signed</td>
</tr>
</tbody>
</table>

All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to chair@partnershipschools.education.govt.nz.

All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.

The Partnership School Authorisation Board will publish provisional application information and invite proposals.

All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.

Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.

Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.

The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.

The Minister of Education will announce which applicants have been successful in their application to open a Partnership School | Kura Houora in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.
SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name
Te Kura Amorangi o Whakawātea

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a “body,” such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third-party, for example, they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

We are hoping that we don’t need a sponsor and that we will be viewed as a special character school that will truly contribute positively to our community, to the Māori community generally, to Aotearoa, New Zealand and globally. We have ideas and aspirations for who a sponsor might be but have not approached these groups at this point. We do however have an Incorporated Society below that was set up when the organisation we currently operate was commenced in 1991. Our existing operations are Whakawātea Kaporeihana, Whakawātea Te Kohanga Reo and Te Kura Kaupapa Māori o Whakawātea.

Name
Whakawātea Kaporeihana

Primary Contact.

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name
S 9(2)(a) OIA

Mailing Address
S 9(2)(a) OIA

Phone: Day
S 9(2)(a) OIA

Cell phone:
S 9(2)(a) OIA

Email
S 9(2)(a) OIA

Fax
S 9(2)(a) OIA
School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion)  Early childcare / Primary / secondary / bilingual / total immersion te reo Māori

Proposed location  132 Saxby's Road, Deanwell, Hamilton

Year levels in first year of operation  Currently ECE / TKR & TKKM yr0 to 8 – so Add yr’s 9 & 10

Year levels at full enrolment  Birth – yr13

A. Statement of Purpose and Goals

1. Purpose.

Why do you propose to open this school?
We see strong evidence that the current secondary education system fails our graduating students, academically and socially. We also see evidence that tamariki that arrive at our kura (full primary) fly from the outset. The purpose for opening this school is to facilitate the continued brilliance of our students, to provide them with the opportunity to excel and be successful to fulfil their potential and their dreams. To ultimately illustrate their greatness as Māori New Zealanders.

We currently operate Te Kura Kaupapa Māori Whakawātea and Whakawātea Te Kohanga Reo. This indication of interest is to operate a secondary education school that will sit with our existing ECE & full primary and ultimately they are all within an educational campus on the same piece of land. All of these would be an appropriate representation of the overall name of this indication of interest, Te Kura Amorangi o Whakawātea and ideally all become part of a Kura Hōkia.

Describe the school’s distinctive mission/vision and how will it enable student engagement and achievement.

Te Pātere
“Ko te tauira tamariki te pūtake o ngā mea katoa. Kei a rātou kē, ngā mana, ngā rangatiratanga, ngā taonga katoa.”

Mission Statement
The needs of the child shall be the first and major consideration as we hold fast to treasures passed down from our ancestors, to enable our tamariki to stand tall in this ever changing world, and grasp the mana of tino rangatiratanga. They ‘know’ in their soul, their true potential, are capable of fulfilling their dreams, enjoying and relishing, being completely comfortable in their own skin.

This school, will exemplify and embody everything inspirational and influential that our Atua Māori and ancestors lived by, shared, role modelled and naturally embraced in order to honour and protect each other, our spirituality and our world. At the same time globally embrace everything our entire world has to offer, to embellish each and every student as Rangatira Māori and world class citizens.
Philosophical Base – Te Kaupapa
We will follow several inspirational models as well as Whakawātea initiated aspirations such as Ngā Āhuatanga Amorangi – Whakawātea Graduate Profile, and some of the concepts from our current guiding education documents:

Ka Hikitia
Tēnei ka hikitia, tēnei ka häpainga
Ki te tihi o te rangi i kakea ai e āne kia riro mai ai
Ko te whakaaronui, ko te wānanga tēnei ka hikitia, tēnei ka häpainga
Ko te koha nui mōu, mō te tangata
He mātāuranga ka eke
He manaakitanga ka tau tēnei ka hikitia, tēnei ka häpainga te kete mū o te ako tikina, horahia ki te motu
Hei orainga mōu, hei orainga mō tātau
Ki te ao o tōroa
Hararai te tōki, haumi e hui e tātai e
Be uplifted and raised on high to the heavens above, Where Tāne sought and received understanding and knowledge. Be uplifted and raised on high. This gift is presented thus. 'Tis knowledge to help achieve, And care for the future. Be uplifted and raised on high. This kit of learning. Take it and spread the good word throughout the land. For what will be of benefit for one will benefit the many in the days ahead... (MOE)

Te Aho Matua
1. Te irōanga kia pōhiri tō kia i ngā tangata – the physical and spiritual endowment of children and the importance of nurturing both in their education; 2. Te reo – principles by which this bilingual competence will be achieved; 3. Ngā wāhi – principles important in the socialisation of children; 4. Te ao – those aspects of the world that impact on the learning of children; 5. Ahuatanga ako – the principles of teaching practice that are of vital importance in the education of children; 6. Te tino uaratanga – the characteristics aiming to be developed in children.

Ngā Āhuatanga Amorangi – Whakawātea Graduate Profile

<table>
<thead>
<tr>
<th>Kīwī</th>
<th>Pipihwarauroa</th>
<th>Kea</th>
<th>Ruru</th>
<th>Kotukur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngā Taonga Horomata</td>
<td>Hunanga Hinonga</td>
<td>Kia Uropouamua</td>
<td>Loving Learning</td>
<td>Tū Rangatira</td>
</tr>
<tr>
<td>Being proud of the unique and the specialness of you and reciprocity</td>
<td>The Bill Gates and Steve Price's of the world</td>
<td>Inquisitive</td>
<td>He ako ka ako a mate noa atu</td>
<td>Engaging in creating worthwhile lives they love that facilitate their potential, not imbued by peer pressure that sees them making choices</td>
</tr>
<tr>
<td>Service</td>
<td>Hard working</td>
<td>Enquiring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full personal responsibility</td>
<td>Get on with it attitude</td>
<td>Independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He tangata</td>
<td>Thoughtful</td>
<td>Etia anō āku mata me te mata-ā-ruru e thwai ana</td>
<td></td>
</tr>
</tbody>
</table>
2. Goals

What are the school's performance goals and how will these be measured?

Ngā Whanaketanga Reo Māori – to be at or above when they should be
Ngā Āhuatanga Anerangi, Whakawātea Graduate Profile – to be the majority of this
the majority of the time

Rigorous assessment and analysis to teach to needs – achieving success
consistently as per current MOE curriculum and assessment

Schoolwide data will be collected twice per year, analysed, moderated in all
curriculum areas. In Literacy and Numeracy at least 3 assessment tools will be used
schoolwide and the results of all 3 will determine the Ngā Whanaketanga Reo Māori
level. This data will inform teaching and learning planning to ensure students
success. Ongoing formal classroom assessment will be completed each term but
daily monitoring, teacher reflections and observations will ensure that not one
second or one cent is wasted on ensuring the success of our students.

Evaluation

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 IOP.

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.

We have extensive examples of these and could be too cumbersome for this document – please request these if you would like to view the full version of these.

However, an overview example of our literacy aspirations:

At the end of year 5...

- Speaking, conversing and communicating in te reo Māori is natural
- Have joyfull full experiences, by genuinely and consistently engaging in te reo Māori with the ability to use, understand & develop kia nga, kiwaha, Māori discourse whilst utilising reo ōkawa and reo opaki
- It is obvious to all - BOT, kalako, whanau, community and peers (each other) that students love speaking & using te reo Māori the majority of the time, with their first instinct when communicating is to use te-reo Māori
- Are able to competently communicate both orally and in written form in te reo Māori to a high level of competency and proficiency
- Have a high level of proficiency in te reo Māori

By...

- Sustaining authentic language practices and usage in te reo Māori, using it to communicate in all places, at all times.
- Sustaining reo a-iwi. Dialects provide the foundation to individual identity and maintain the depth and richness of tribal knowledge.
- Those who know te reo Māori language consistently use the language to communicate. It is imperative that those who want to learn and / or constantly improve their te reo Māori must have access to quality providers of learning. It is critical that collectively we all facilitate the transmission of te reo Māori to younger generations.
- Te reo Māori will be valued as a treasure of the nation.
- Embrace technology as modern tools in the revitalisation of te reo Māori.
- It is an unequivocal requirement is to ensure that we provide critical, quality teacher training for teachers of te reo Māori to achieve high levels of personal proficiency whilst at the same time providing them with the appropriate
knowledge and pedagogy for quality second language acquisition and quality learning delivery.

- Strengthen the skills, resources and opportunities of proficient speakers to be leaders and partners in the revitalisation process.
- Raise critical awareness amongst Māori, other New Zealanders, and the global community to believe in the value of te reo Māori.

As a result of many research examples we agree and believe that when tamariki Māori have firm beliefs and knowledge about their heritage and language they have more confidence and success in education generally. However, we propose that this be a joyous, exciting learning journey that is dedicated to ‘arohā’ to reo, by having quality professional teachers who have highly skilled pedagogical practices, who are committed to leading their own learning and who provide appropriate, challenging educational experiences and learning opportunities that consistently inspire their students at all times.

**EDUCATIONAL PLAN**

**Proposed Student Population and Educational Needs**

Describe the proposed student population and their educational needs.

Graduates of our kohanga reo and primary school, tamariki from the neighbouring bilingual units, tamariki from the community. Tamariki whose families desire a high level of commitment to the education of their children and who believe in their ability, uniqueness and potential and who believe this to be worth the journey from further afield - an ERO Reviewer once described us as a ‘destination kura’. Or families that desire something ‘more’ for their child.

Their educational needs will be the same as all tamariki in NZ but more than anything they will never be viewed as having a deficit but rather will be assumed to be brilliant and capable of being a straight A student destined for greatness.

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

Their only challenge will be any limits they place on themselves. Like our current students they will never face expulsion, they will never be viewed as having a deficit, they will never be underestimated. We will expect only greatness, potential and magic and this could be a difficult and foreign state of being for some who may struggle with these concepts initially but we are confident within weeks they will fit into this mould and the expectations we will challenge them with.

**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.

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

Whakawātea Graduate Profile – Ngā Āhuatanga Amorangi
Tikanga Māori
Tainuitanga - we are in their rohe / area
Ngā Marautanga o Aotearoa and all that encompasses
NZ Curriculum and all that encompasses
Ngā Whanaketanga Reo Māori
MOE and our own Assessment Tasks

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

As above

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

We believe our delivery style, commitment to excellence and rigorous professional practice will ensure the success of, if not all, the majority our students.

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

As a result of our rigorous planning and assessment practices, extraordinary effort, commitment, and professional teaching inquiry we will always know what our students need to be successful and that will be addressed at all times so that there will be no opportunity for failure.

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

Inspirational, exciting, fun, relevant, challenging yet safe because of the adherence to the rules and expectations not because of political correctness, an absolute and