

19.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust (not registered - will be done if successful)
	Year established		2013
	No of Staff		0
	No of Locations		Tauranga
Company Overview	Overall	Green	Desire - advancement of education and health in young people
Commitments	Overall	Amber	Nil
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	Social Service provider to assist with Govt and IRD requirements?
Financial Summary	Overall	Amber	No Trading
	Accounts provided		Nil - not able to draw financial history from Application
Quality Assurance	Overall	Amber	Will require significant investment into developing systems appropriate for operating a PSKH
Health and Safety	Overall	Amber	Universally negative - all to be developed
	Written EHS Policy		No
	Formal EHS training		No
	Emergency Procedures plans		No
Referees	Overall	Green	various mainly personal based to contact person
	No of Referees provided		3

20 Pacific Peoples' Advancement Trust

20.1 Overview

Sponsor Name	Pacific Peoples Advancement Trust (The)
School name	Pasifika Open School
Where	South Auckland
Org Background	Education and Social Services
Org type	Trust
Priority group	Pasifika
Year level	Yr 1-13
Number of students (max)	1000

20.2 Applicant's Purpose and Goals (extracted from Application)

A Pasifika youth whose educational experiences lead to real success in study, career and life.

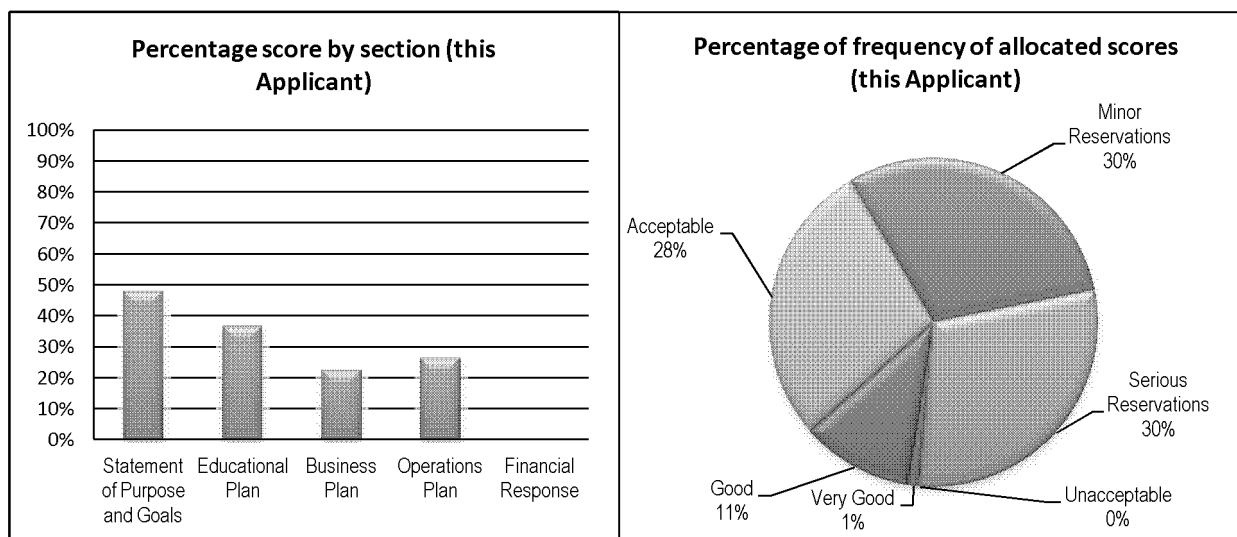
Mission - To inspire success through the most flexible, accessible, motivational and culturally relevant learning experience.

Distinctive characteristics - The Pasifika Open School (POS) has a vision and mission that are unique within New Zealand. POS would like to seize the opportunity offered through innovative approaches to secondary education that lead to improved outcomes for Pasifika youth and better life, employment and study prospects.

Specifically, POS will possess the following distinctive characteristics:

- It will develop into a School, for Pasifika, by Pasifika and with Pasifika
- It has chosen to engage with the Open Polytechnic of New Zealand, because of the Open Polytechnic's capability in courseware development, shared services, vocational expertise, and record of successful outcomes for Pasifika students
- It is structured as a collection of eight satellite school campuses, each with distinctive culture, leadership and premises, but having a shared vision, curriculum, quality systems and central services.
- It will target 16-19 year old Pasifika youth that are disenfranchised with, and consistently underserved by, New Zealand's mainstream, secondary education system.
- It will personalise education programmes and learning support to the needs of individual students, with the capability to enrol at any time of the year.
- It will focus students on learning that has practical meaning and deliver clear vocational options, aligned to the New Zealand Qualifications Framework, as credible choices for students.
- It will provide a progression of learning that starts with compulsory courses that build / reinforce basic literacy, numeracy, work, study and life skills at level 1 (Year 11), through electives in vocational pathways aligned to the life goals of the student (Year 12), and vocational courses and qualifications, augmented by authentic, workplace-based training in Year 13.
- It will employ an innovative, student-centric, technology-based, flexible learning model that is designed to engage, entice and excite 21st century youth.
- It has the ability to 'scale up' effectively and efficiently by working with Pasifika communities and organisations across New Zealand, who are committed to the advancement of Pasifika youth.

20.3 Initial Evaluation Results




20.4 Application SWOT

Overall Comments	A strong application overall. All sections were ranked in the top quartile.
Application	The application was well-written, well-evidenced and generally easy to follow. Most sections were completed to a reasonable standard.
Strengths	<p>The application was highly aspirational and had a clear focus on priority students. As the school grows it plans to include more ethnicities in governance and management.</p> <p>The application was generally strong educationally, and demonstrated an understanding of cultural identity as a lever for improved outcomes.</p> <p>The school's model is reasonably innovative and could provide improved outcomes for some extremely at-risk students, particularly those in the youth justice system.</p>
Weaknesses	<p>Some policies were underdeveloped, such as the applicant's plans for self-review. There was little engagement with the collection of quality data that could be used to inform practice.</p> <p>For a school so clearly involved in community work with a range of agencies, their plans for engagement in partnerships and with parents and families were undeveloped and did not demonstrate a keen understanding of individuals and agencies that could add value to the educational offer.</p>
Panel's Comments	<p>The panel felt that this was a generally strong application that had many merits, but raises significant questions about the viability of the model.</p> <p>It is unclear from the application just who will be responsible for producing student outcomes. As the Crown contracts PPAT to raise achievement, it is unclear how this will work in a purely outsourced to the Open Polytechnic model. What powers would the sponsor have if the OP was not producing results or managing student achievement?</p> <p>It is unclear how the school will manage the pastoral care of students and protect their wellbeing over multiple sites that are not contract partners. Presumably each site would be responsible for the wellbeing and safety of each student, but the application does not make this clear.</p> <p>There is the potential that with so many outsourced partnerships that it becomes a case of "not our problem". Roles and responsibilities must be clear, robust and have a shared understanding across all stakeholders</p> <p>There are concerns about the narrow educational offering for students, which could limit future pathways. Some panel members also felt that this approach was tending</p>

	towards deficit thinking.
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20.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust
	Year established		2009
	No of Staff		0
	No of Locations		South Auckland
Company Overview	Overall	Green	Established and used historically for the facilitation of the pacific leadership group and the Te Wananga o Aotearoa initiative
Commitments	Overall	Amber	Nil
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	Open Poly for all educational delivery, multiple others, though unclear whether each will have a tangible or symbolic role
Financial Summary	Overall	Amber	
	Accounts provided		Nil - not able to draw financial history from Application
Quality Assurance	Overall	Green	Use OP systems
Health and Safety	Overall	Green	Use OP systems
	Written EHS Policy		Use OP systems
	Formal EHS training		Use OP systems
	Emergency Procedures plans		Use OP systems
Referees	Overall	Green	Auckland Mayor, Auckland University, Chamber of Commerce, MoJ youth court
	No of Referees provided		4

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

21 Rise UP Trust

21.1 Overview

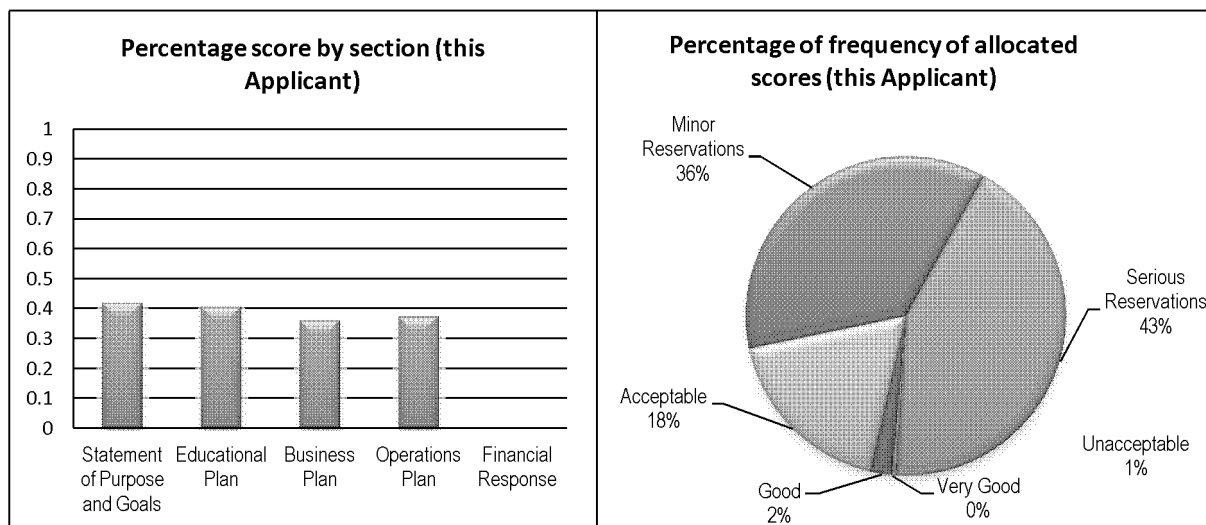
Sponsor Name	Rise UP Trust
School name	None provided
Where	Mangere
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 1-7
Number of students (max)	100

21.2 Applicant's Purpose and Goals (extracted from Application)

We propose to open Rise UP School because we are a group of passionate teachers, committed parents and community leaders who have a shared purpose; to improve education outcomes for Māori and Pasifika and to create our BEST Generation Yet! Our experienced teachers support whānau to engage in quality time and quantum learning together. We teach whānau 21st Century learning skills like critical thinking, problem solving and leadership. We teach communication skills through love languages, personality types and learning styles. We weave identity and culture into our topics.

Our BEST Generation Yet will be empowered, happy whānau. The whānau will be engaged in their children's learning and the wider community. Our children will excel in learning.

21.3 Initial Evaluation Results




21.4 Application SWOT

Overall Comments	This application was reasonably strong overall. The application performed in the upper quartile for most sections but its mission and vision were in the lower quartile.
Application	The application was not always presented well, which made it difficult to follow and assess. The application was over-reliant on pictures and graphs instead of presenting the information in a clear narrative section that was tailored to the RFA criteria. It often lacked detail and information provided was not always relevant to the criteria.

Strengths	<p>The Applicant is clearly community-led and appears to provide essential services within their local area.</p> <p>The vision, although it was generally poor in the context of the criteria, was very aspirational and passionate and clearly targeted the priority groups.</p> <p>Their education plan was generally reasonable and based on sound understanding of engagement with communities and whānau.</p> <p>The applicant demonstrated a strong understanding of assessment for learning and best practice in the education context.</p>
Weaknesses	<p>The business and operations plans were poor and did not always display the capacity and capability needed to set up and run a new school.</p> <p>The applicant showed little understanding of effective governance in a schooling context, and failed to explain the relationship between sponsor and governance in enough detail to show that there would be strong, effective and transparent processes in place by 2014.</p>
Panel's Comments	<p>Too often the group did not describe <i>how</i> they would achieve the aims of their vision. They often appeared to take for granted that assessors would understand what their systems and processes would be without explaining them.</p> <p>Although the group are well-meaning and have a clear passion for improving outcomes, operationally there are concerns that the group has the capacity and capability to open a new school by 2014.</p> <p>Operationally, there are concerns that the group possesses the capacity and capability to open a new school on a short timeframe.</p> <p>Overall, the Panel felt that this application could have been stronger had it presented all of the information required and engaged with the criteria more.</p>

21.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Trust
	Year established		2007
	No of Staff		6 staff 10 volunteers and 7 board members
	No of Locations		South Auckland
Company Overview	Overall	Green	Created to provide 'wrap around' educational services
Commitments	Overall	Green	current (single) business commitment ends dec 2014
Probity	Overall	Green	Nil
Nominated Partners	Overall	Amber	CIDANZ - base the Rise up school within the oneCommunity hub Villa Education Trust - school quality management systems
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	Use VET systems
Health and Safety	Overall	Green	Universally affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	ASB Community Trust, church group, parent and consultant
	No of Referees provided		4

22 ROAR Ministries Charitable Trust

22.1 Overview

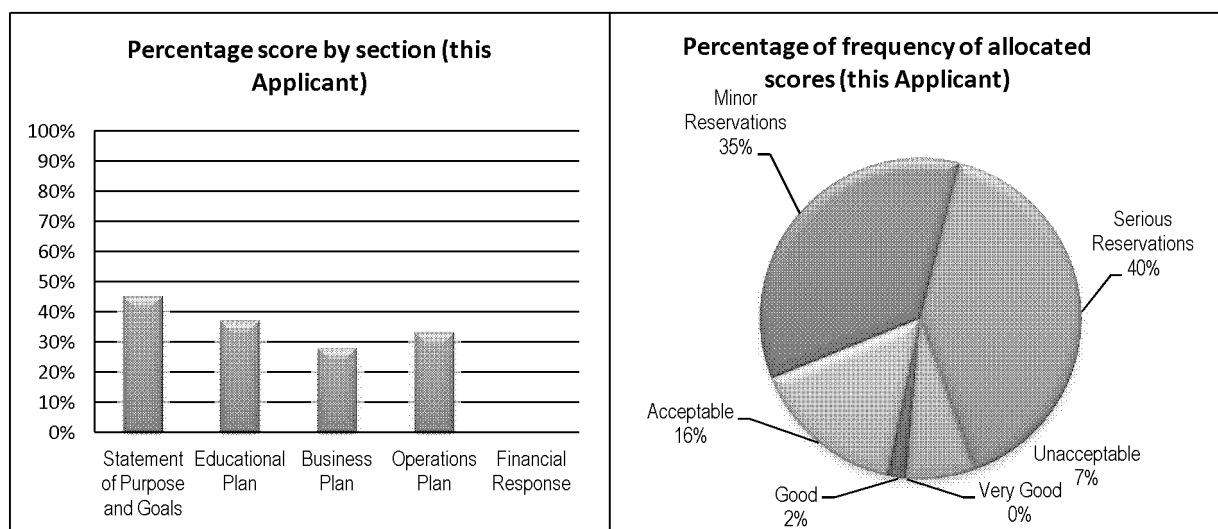
Sponsor Name	ROAR Ministries Charitable Trust
School name	TE URUNGA TŪ
Where	Gisborne
Org Background	Youth Development
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 9-13
Number of students (max)	120

22.2 Applicant's Purpose and Goals (extracted from Application)

TE URUNGA TŪ symbolizes the act of entering in to face challenges, to be transformed and to stand upright and victorious in Life, Education, Sport, Business and Māori and Pacific cultures. To 'enter' is to engage; to 'stand' is to be victorious in that engagement. Each member of TE URUNGA TŪ will enter into a journey of life-long learning and will be challenged to grow and to ultimately emerge equipped with the knowledge of who they are, the love of learning, the ability to lead and the resilience to pursue excellence across their lives.

Our vision is that the TE URUNGA TŪ graduate will be 'the transformation' of the community through the development of their taha wairua (spiritual well-being), taha hinengaro (intellect), taha tinan (physical well-being) and whakapapa (identity). Taha Wairua, Taha Hinengaro, Taha Tinana and Whakapapa are valued and permeate through all aspects of life at TE URUNGA TŪ. To provide excellence in teaching and learning, utilising collective and individual skills towards developing successful global citizens. Encourage and inspire the students through celebrating successes in a positive and inclusive environment.

22.3 Initial Evaluation Results



23 Rudolph Steiner School Trust Manawatu

23.1 Overview

Sponsor Name	Rudolph Steiner School Trust Manawatu
School name	None provided
Where	Palmerston North
Org Background	Independent School
Org type	Trust
Priority group	Māori/Pasifika
Year level	Yr 9-13
Number of students (max)	60

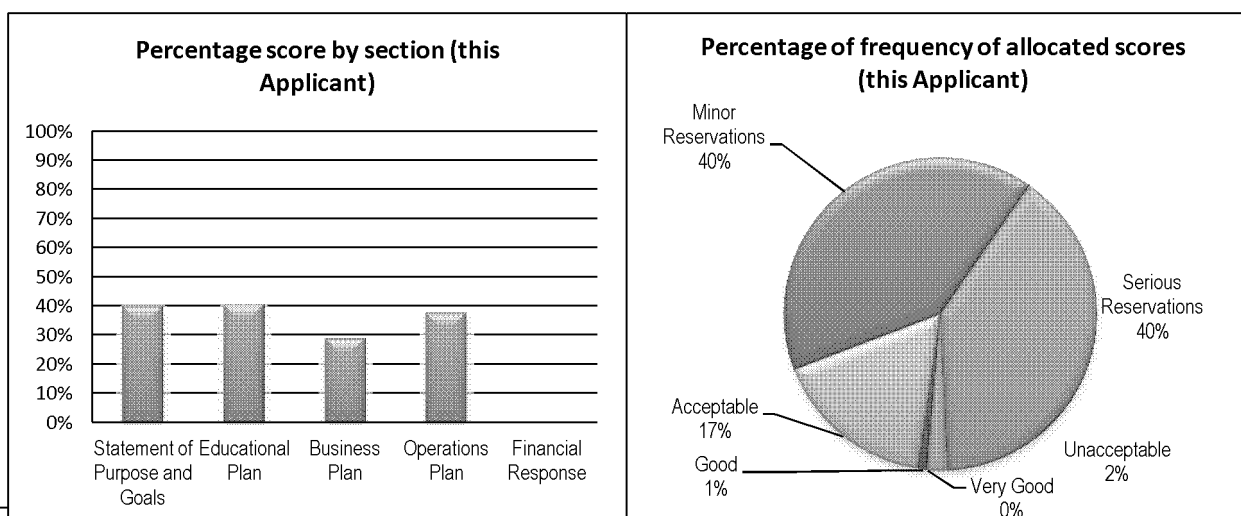
23.2 Applicant's Purpose and Goals (extracted from Application)

The Mission/Vision of the proposed Matariki Steiner School is to provide a holistic education that emphasizes not only intellectual achievement, but also the imaginative, artistic, and moral growth of its students. By providing a genuinely holistic curriculum the school will encourage students to be life-long learners and independent thinkers as well as self motivated, self-disciplined, creative and responsible individuals.

We seek to establish and maintain a school that provides an individualized, nurturing approach to educating its students, preparing them not only for higher education, but for the rest of their lives. We will require an active partnership of teachers, families and the community, as well as a continued affiliation with the world-wide Steiner movement. We are proposing to open this school because there is no Steiner or similar school in the Manawatu/Whanganui region

UNIQUE APPROACH: The Steiner curriculum is broad and comprehensive, structured to respond to the three developmental phases of childhood: From birth to approximately 6 or 7 years; from 7-14 years and from 14-18 years. Rudolf Steiner stressed to teachers that the best way to provide meaningful support for the child is to comprehend these phases fully and to bring "age-appropriate" content to the children that nourishes healthy growth. When children relate what they learn to their own experience, they are interested and alive, and what they learn becomes their own. Steiner schools are designed to foster this kind of learning. Teachers in Steiner schools are dedicated to generating an inner enthusiasm for learning within every child. They achieve this in a variety of ways. Even seemingly dry and academic subjects are presented in a pictorial and dynamic manner. This philosophy allows motivation to arise from within and helps engender the capacity for joyful lifelong learning

23.3 Initial Evaluation Results



24 SymComm Limited

24.1 Overview

Sponsor Name	SymComm Limited
School name	None provided
Where	South Auckland
Org Background	Online Education
Org type	Limited Liability Company
Priority group	Māori/Pasifika
Year level	Yr 9-13
Number of students (max)	50

24.2 Applicant's Purpose and Goals (extracted from Application)

The target learners - young Māori and Pasifika solo parents. Our target learner is the young solo parent aged between 16 and 20 years old and who is from Māori and Pasifika ethnicity and/or from a lower socio-economic background. We will provide a powerful education to these people that will yield a Level 2 NCEA Certificate to over 85% of those enrolling each period and they will receive a specialisation in business studies, accounting, math or physics. This group consists of at least 4500 young women[1], and some men, and it seems that only about 10% of these are currently being catered for by existing educational providers[2] specialised to their needs as described below.

- Māori & Pasifika students have a wider variation in their abilities, tend to have poorer attention spans, and poorer literacy and numeracy. The same holds true for students from lower economic backgrounds. They often have lower confidence and need additional ad-hoc support.
- Teen parents need a high degree of flexibility and less travel time, more home time and more emotional support.

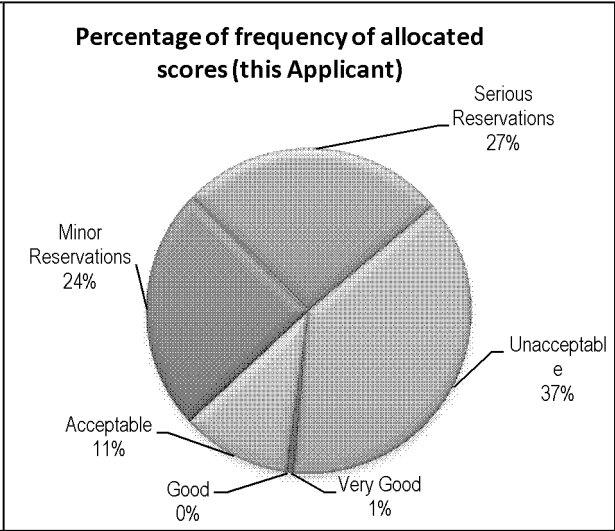
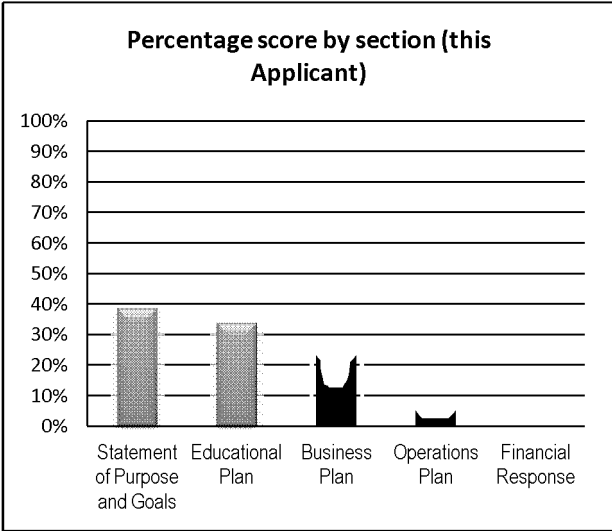
Our educational approach is blended with online and in-person components.

We will enable the student engagement and education of this target group by using a blended educational approach which has a significant online component with continuous availability and is complemented by in-person opportunities for team building, bonding and support.

Strong Parent and Community Involvement - It is well-known that to break the cycle of dependency and poor performance, strong support from parents, family/whānau and community is important, otherwise all the work that is done in school will be undermined by what students see, hear and experience in their day-to-day lives.

Strong Governance - We are building a strong Board and group of advisors. The Board of SPS is likely to consist of Alastair MacCormick, past vice-chancellor of the University of Auckland, and a representative of the Chandler Corporation. Stefan Preston, past CEO of Bendon, and consultant to NZTE, will be an informal advisor. We are in conversations with the Chandler Group and looking at collaboration on education development with their Nobel Education business.

24.3 Initial Evaluation Results



25 Te Awanui Institute

25.1 Overview

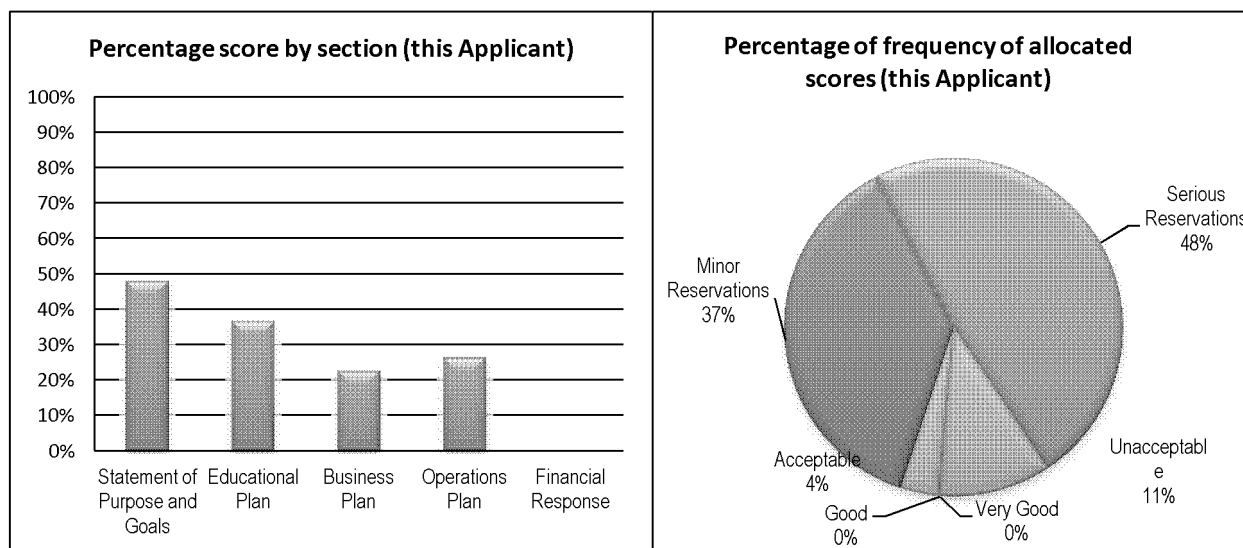
Sponsor Name	Te Awanui Institute
School name	None provided
Where	Whakatane
Org Background	Youth Development
Org type	Trust
Priority group	Māori
Year level	Yr 1-7
Number of students (max)	100

25.2 Applicant's Purpose and Goals (extracted from Application)

Te Awanui Institute believes Māori educational achievement can best take place in an environment rich in whānau support that reinforces strong Māori cultural and spiritual values, nurtures positive Identity and personal confidence while preparing students for Life. Here, the key underlying metaphor is tolerance and respect – respect for oneself, respect for others, their views and opinions.

Te Awanui Institute is a positive education intervention to the appalling Māori education statistics and places high expectations on students to achieve in a learning environment that has a focus on the trades and entrepreneurialism. It partners with a range of employer-stakeholders representing the trades, industry, health and social services, retail, tourism and hospitality, sports and entertainment sectors located in the Tauranga CBD. Professional relationships with these sectors compliment student learning by way of potential work placements, internships, training, learning and research opportunities.

25.3 Initial Evaluation Results



26 Te Kohao Health Limited

26.1 Overview

Sponsor Name	Te Kohao Health Limited
School name	None provided
Where	Hamilton
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Yr 7-13
Number of students (max)	75

26.2 Applicant's Purpose and Goals (extracted from Application)

Kura Hourua will redefine the way in which education is delivered in areas where learners are currently underserved by existing education provision. These schools bring together the business, education and community sectors to provide a fresh, new approach for children to achieve success. Providers will have greater freedom and flexibility to innovate and engage their students in return for stronger accountability for improving educational outcomes.

Te Kohao Health is a natural fit for this initiative which has a particular focus on the priority groups of Māori and Pasifika learners from low socio-economic backgrounds and learners with special education needs.

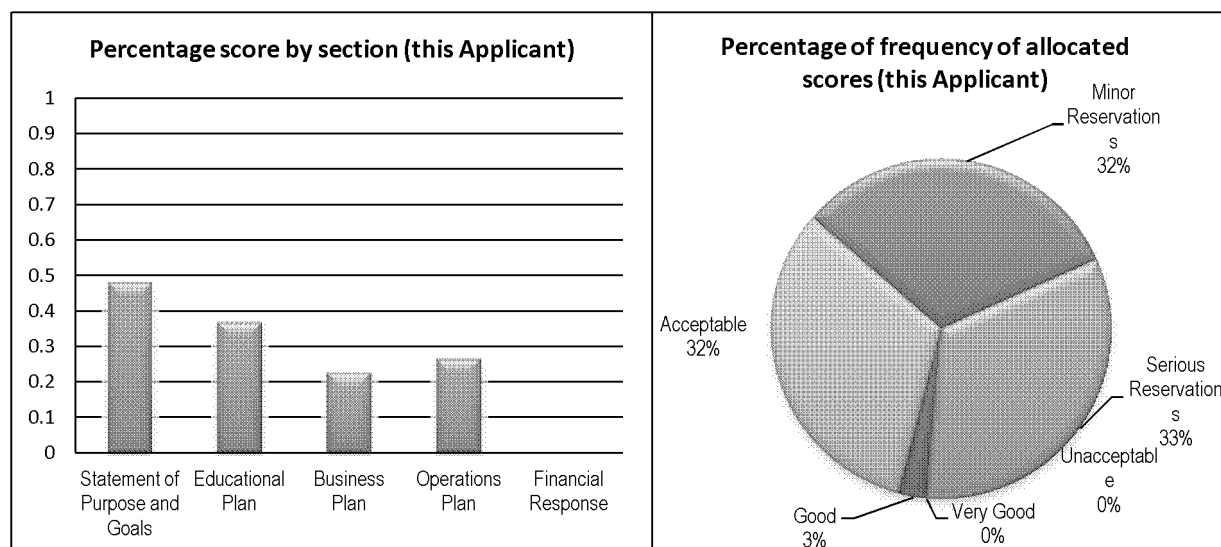
We are a Whānau Ora centre which is whānau-centric. We have been implementing a Whānau Ora pilot involving in excess of 100 whānau for two years now. We have in excess of 6000 patients enrolled in the Medical Clinic and 2000 enrolled in our community services. We have just won the Integrated Attendance Services contract through the National Urban Māori Authority (NUMA). We are therefore well placed to establish a Kura Hourua through our already well-established networks and services. Further to this we are able to offer a wide range of support services to assist whānau to set their own goals and work collectively towards achieving them.

Te Kura o Kirikiriroa (Te Kura Wananga) will be a Junior High School specifically aimed at addressing the needs and aspirations of tauira/students who identify as Māori and who are in Years 7-10. The purpose of our Kura is to provide an alternative school so that our targeted cohort is prepared for senior secondary school. Our focus is on:

- Retention
- Engagement
- Achievement
- Enhancement
- Holistic Well Being.

Te Kura Wananga will be an extension of the established urban Kirikiriroa Marae in Hamilton city which is a living interactive Māori community of services. This is one of the key points of difference in our proposal as each student will be required to be an active member contributing to the daily activities of the Marae.


26.3 Initial Evaluation Results



26.4 Application SWOT

Overall Comments	A generally strong application overall. Mission and vision ranked in the lower quartile but all other sections were ranked in the top quartile.
Application	The application was reasonably well-written and generally complete. However, the entire application suffered from a lack of explanation, justification and evidence, and therefore was not as compelling as it could have been.
Strengths	<p>The application showed a good understanding of the links between health and wellbeing and improved outcomes for priority groups.</p> <p>The wrap-around approach to educational and wellbeing, centred around the marae, was reasonably compelling and would likely lead to improved outcomes for priority group students.</p> <p>The application demonstrated an excellent knowledge of the local community, other agencies working in this sphere and the needs of local Māori students.</p>
Weaknesses	<p>It was not always clear if the applicant has relevant experience in education, as a number of sections were health-centric rather educational in its approach. Occasionally, the applicant did not display a deep understanding of educational norms, such as student management systems and appraisal of teaching practice.</p> <p>Governance, management and the operation of the school were comparatively weak and did not demonstrate an understanding of leadership and management in the school context.</p> <p>A large portion of the business and operational plans were incomplete and scored poorly. This was not unique to this applicant, however.</p>
Panel's Comments	<p>The panel felt that this application was generally strong and sensible in its approach. Health and wellbeing were promoted as a key lever to improving outcomes for priority students and their philosophy was generally clear.</p> <p>The application came from a marae that also produced two other applications that scored poorly. It would be interesting to investigate relationships between these groups.</p> <p>It was not always clear if the organisation had relevant educational experience in their approach to the application.</p>

26.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable Company
	Year established		1994
	No of Staff		141 paid staff
	No of Locations		Hamilton
Company Overview	Overall	Green	Health, social and more recently education services (25 discrete services to over 8000 clients throughout the waitako region)
Commitments	Overall	Green	Multiple. Interest in education limited to incredible years and attendance service (as a subcontractor under NUMA)
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	Nil
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	quality systems largely health based - some development possible. Need to confirm use of Whānau Tahi is secure and access limited to school personnel
Health and Safety	Overall	Green	Universally affirmative
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Amber	NUMA, WDHB, National Hauora collective - no education related referees
	No of Referees provided		3

27 Te Kura O Ngā Tautōhito

27.1 Overview

Sponsor Name	Te Kura O Ngā Tautōhito
School name	None provided
Where	Te Atatu
Org Background	Trades Academy
Org type	Trust
Priority group	Unstated
Year level	Yr 9-13
Number of students (max)	410

27.2 Applicant's Purpose and Goals (extracted from Application)

Vision: To engage young people in education and into meaningful employment utilising lifelong learning models, thus creating healthy individuals who add value to their community and NZ Inc.

Mission: To enthuse, engage and educate young people, specifically towards employment in the trades. To involve industry partners in this mission to create bonds for future employment and apprenticeships. Our main objective is to develop and educate enthusiastic learners who see a bright future in their chosen trade and become good citizens and contributors to NZ Inc.

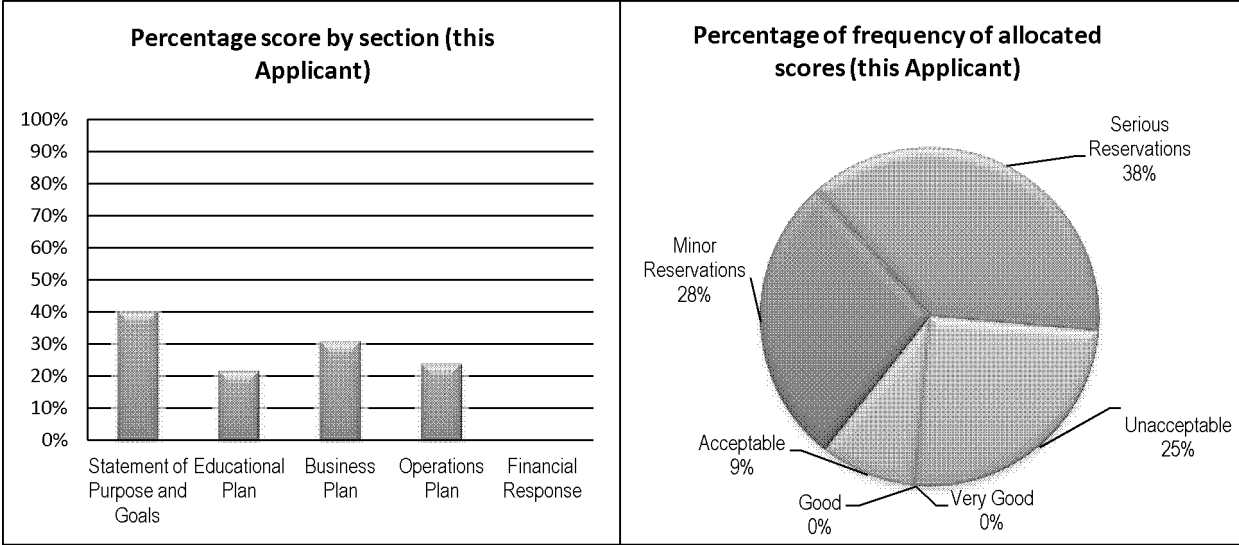
The students need to foster and leave with

- Self-awareness, self-belief and motivation to live well and prosper
- Knowledge and Skills leading towards their trade
- Qualifications consisting of achievement and unit standards
- Life skills, including understanding of health and nutrition
- Financial literacy awareness
- Digital literacy skills
- Clear drugs tests for employment

Typical goals will be

- Goals which set a clear direction and outcomes to meet the charter
- Manage the business ethically, efficiently and profitably
- Meet the needs of stakeholders
- Foster effective learning environments
- Ensure assessment supports learning

27.3 Initial Evaluation Results



28 Te Runanga o Turanganui a Kiwa

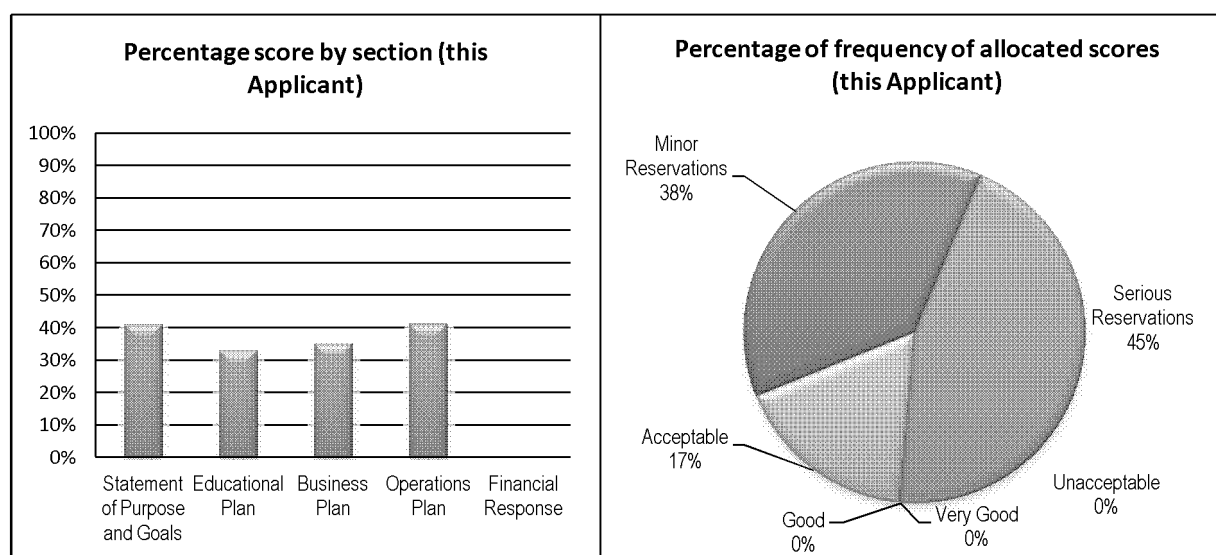
28.1 Overview

Sponsor Name	Te Runanga o Turanganui a Kiwa
School name	Turanga Ararau
Where	Gisborne
Org Background	Education and Social Services
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	40

28.2 Applicant's Purpose and Goals (extracted from Application)

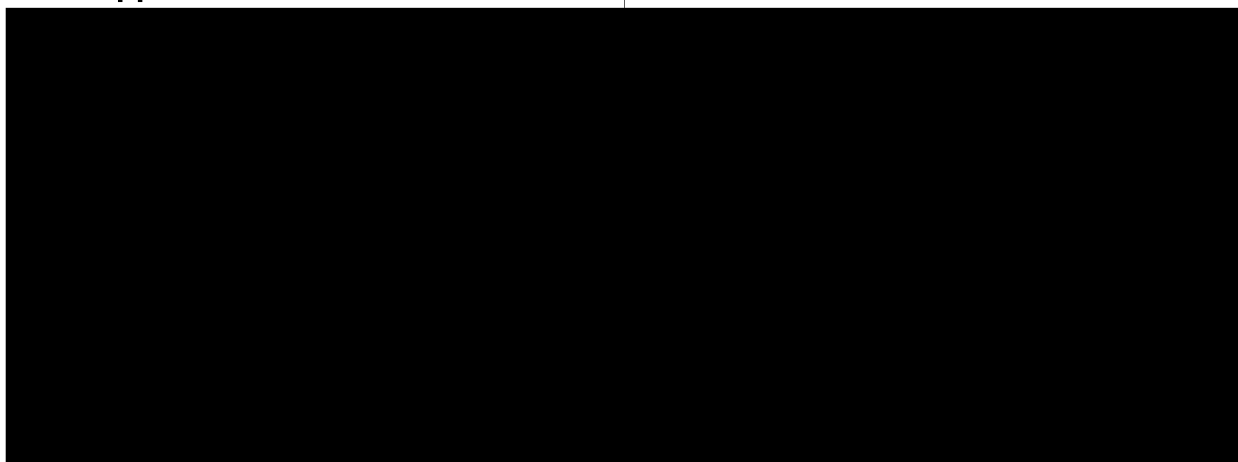
The establishment of Te Kura Hourua o Turanga Ararau is a direct response to challenges from Iwi to address the issue of the low number of Māori, particularly our taiohi completing nationally recognised qualifications commencing with NCEA Levels 1 and 2, their desire also to increase the competency of our taiohi in Reo Māori and tikanga a Iwi and connect or reconnect them to their Marae and Iwi from which they are frequently disengaged.

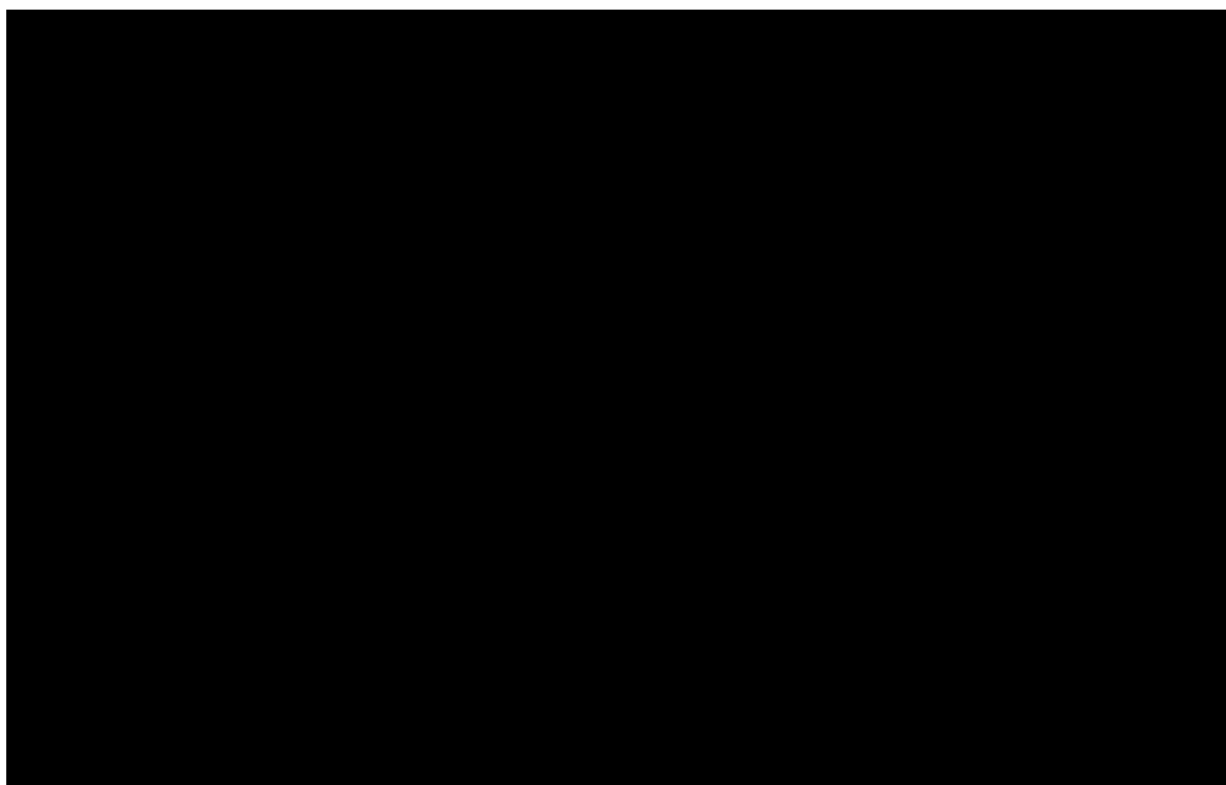
28.3 Initial Evaluation Results



28.4 Application SWOT


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28.5 Review of Applicant Organisation

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

Organisational profile	Overall	Green	Iwi owned charitable trust
	Year established		1986
	No of Staff		30
	No of Locations		Gisborne
Company Overview	Overall	Green	Iwi owned Charitable Trust and Turanga Ararau is its iwi education provider
Commitments	Overall	Green	Education, health, social, employment and culture programmes targeted to whānau
Probity	Overall	Green	
Nominated Partners	Overall	Green	1 partner named to deliver personalised trade training as specialist pathway
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Green	NZQA Accredited as PTE
Health and Safety	Overall	Green	Universally affirmative. Received a H&S improvement notice for unsafe practice at a worksite with a tutor not wearing a safety helmet
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	NZ Police, Gisborne District Council and chaplain/kaumatua
	No of Referees provided		3

29 Te Taniwha Youth Charitable Trust

29.1 Overview

Sponsor Name	Te Taniwha Youth Charitable Trust
School name	Te Kura Amiorangi
Where	Hamilton
Org Background	Youth Development
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	480

29.2 Applicant's Purpose and Goals (extracted from Application)

“Whaia I te iti kahurangi” Seek excellence

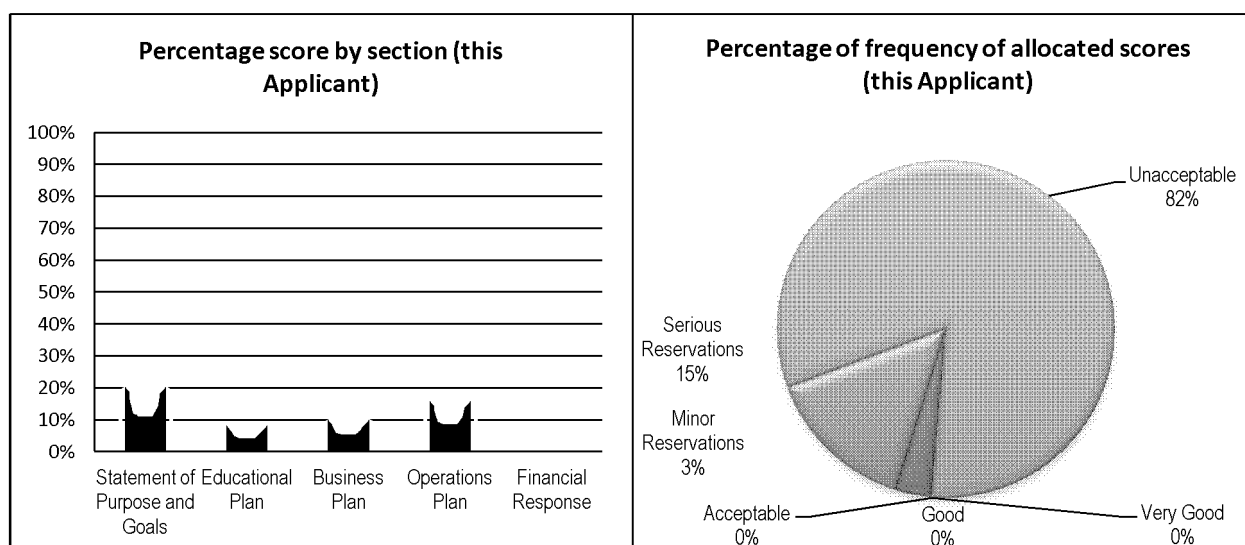
Whangai te ika ki te tangata ka ora mo te ra. Akonga te tangata ki te hi , ka ora “mo ake tonu atu”

Give a man a fish you feed him for a day. Teach a man to fish you feed him for ever.

The essence of these two whakataukai are the conceptualisation of the dream of Te Kura Amiorangi

- Give our youth their identity , a kura that will build relationships with them and value them
- A curriculum that will excite them and allow for their individual learning styles
- Policies that will be developed alongside the youth/their parents teachers and community.
- Parent and Community involvement.
- Appropriate academic skills and qualifications to achieve in the workforce.
- The recognition of the treaty of Waitangi ,te reo rangatira , and tikanga
- Equal educational opportunity
- Spirituality to be strengthened and valued.
- Healthy Living –EOTC –Sports-Nutrition to be encouraged
- With these tools the students will be able to succeed in the wider world. And contribute positively to society.
- A teaching and learning environment which is naturally suited to encouraging all children to strive for excellence.

29.3 Initial Evaluation Results



30 Te Waka Hourua o Mataariki

30.1 Overview

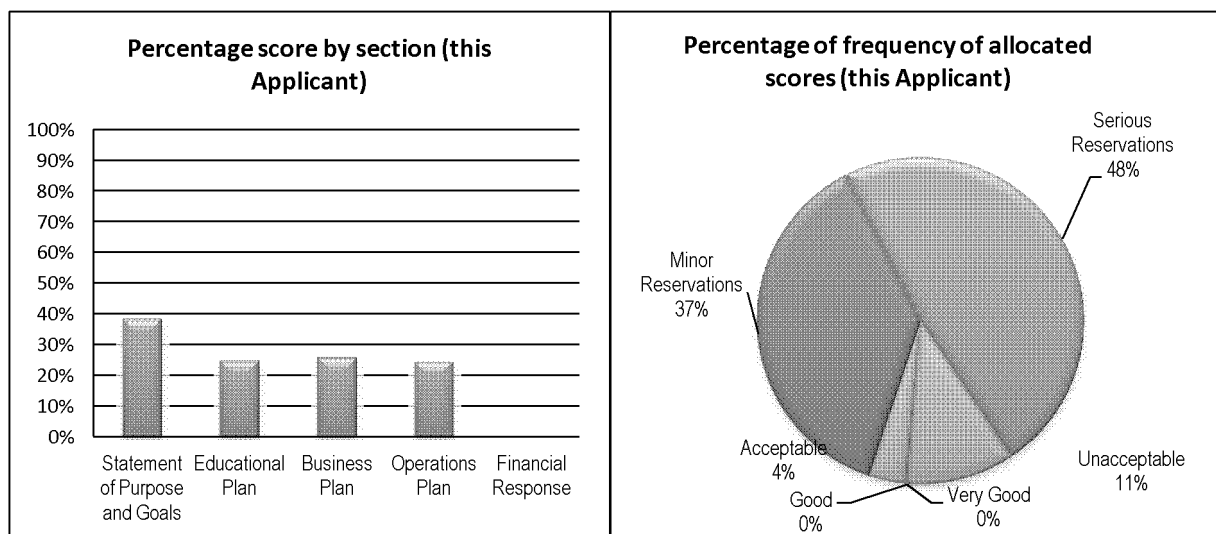
Sponsor Name	Te Waka Hourua o Mataariki
School name	Te Waka Hourua o Mataariki
Where	Tauranga
Org Background	Youth Development
Org type	Trust
Priority group	Māori
Year level	Yr 1-7
Number of students (max)	100

30.2 Applicant's Purpose and Goals (extracted from Application)

Excellence in Māori medium education provision that extends on kura kaupapa Māori schooling for students of the Western Bay of Plenty is the key purpose of Te Waka Hourua. It is responsive to the education needs of students exiting kura kaupapa Māori wanting a quality educational experience that is reflective of the Māori Worldview, privileges Māori values and practices, nurtures positive Identity and personal confidence while preparing students for Life. It is a type education that embraces the principles of mana Māori motuhake, tino rangatiratanga and kaitiakitanga enshrined in the Treaty of Waitangi.

Te Waka Hourua is a positive education intervention to the appalling Māori education statistics and places high expectations on students to achieve in a learning environment that has a focus on the trades and technical literacy. It partners with a range of employer-stakeholders representing the trades, industry, Māori agricultural and horticultural sectors which have indicated their support to compliment student learning by exposing them to new experiences and knowledge.

30.3 Initial Evaluation Results



31 The Bridge Academy

31.1 Overview

Sponsor Name	The Bridge Academy
School name	None provided
Where	Auckland Central
Org Background	Independent School
Org type	Trust
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Yr 1-7
Number of students (max)	100

31.2 Applicant's Purpose and Goals (extracted from Application)

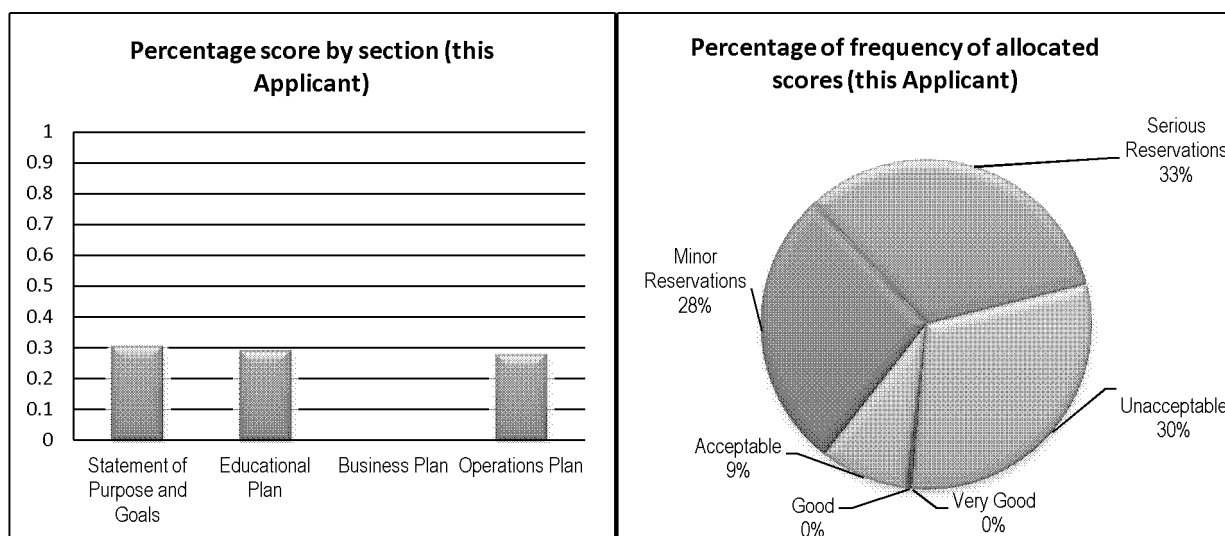
The Bridge Academy aims to provide a place of learning during the primary and middle years of childhood which focuses on education of the whole child to prepare him to enter the senior years of schooling as a confident learner who cares about others and is cultivating a heart of service towards his community.

GOALS

1. To provide a full curriculum, rich in diversity, so as to cultivate (or restore) a love of learning in our students.
2. Obtain maximum engagement for all learners.
3. Develop strong habits of attention, responsibility and self discipline in each student.
4. Identify, address and remediate any gaps in learning before the student proceeds to higher study at College.

MODEL - Our model at The Bridge Academy is relational, reflecting the context of everyday life in family and community. Children naturally live in relation to a sense of God, self, others, nature, and the world of ideas. These relationships are cultivated in the educational process through a broad, challenging curriculum and staff who seek to relate respectfully to students, parents, and one another. Rather than artificially compartmentalizing subjects into neat entities where elements of commonness are often missed, we encourage our students to develop connections amongst subjects within the broader context of their studies.

31.3 Initial Evaluation Results



32 The Kai Tech Charitable Trust

32.1 Overview

Sponsor Name	The Kai Tech Charitable Trust
School name	None provided
Where	Invercargill
Org Background	Youth Transition Services
Org type	Trust
Priority group	Māori
Year level	Yr 9-13
Number of students (max)	125

32.2 Applicant's Purpose and Goals (extracted from Application)

The Trust's Mission and Vision are to: "Provide an effective service that will offer opportunities and support for those who are at risk of unemployment and benefit dependency. The focus of our services is sustainable employment, training and education."

This vision drives the objectives of the school in three ways:

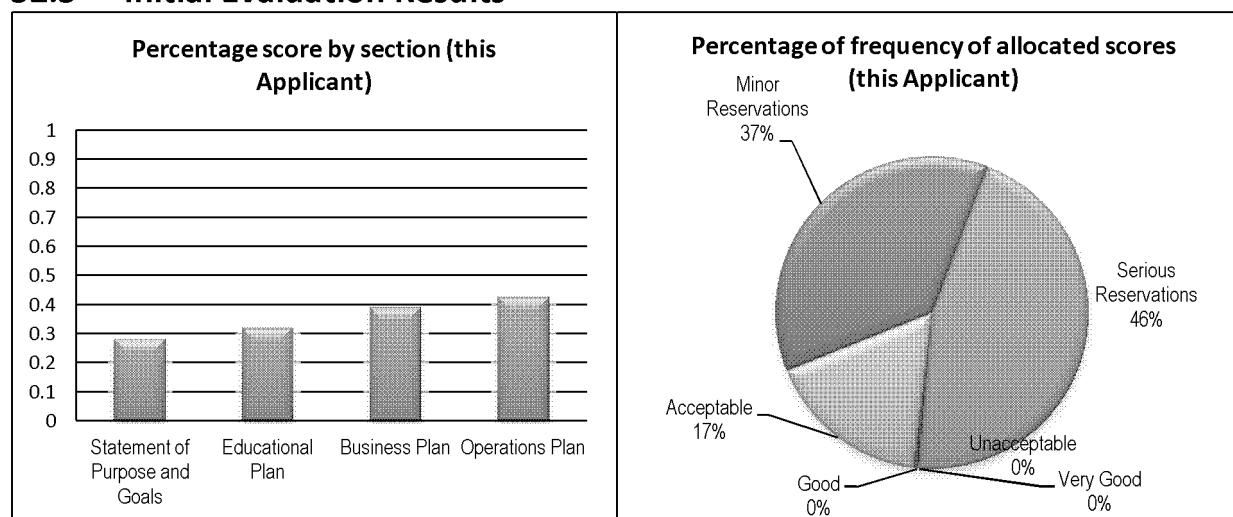
- Kai / whānau / Kai Ora - To provide an integrated service that includes whānau engagement (He Huarahi Hou)
- Kai AKO / KAI whānau - To provide positive educational outcomes including literacy and numeracy to target NCEA level 1 and 2
- Kai MAHI - To monitor pathway and transition into higher education, career and/or employment opportunities

The above objectives guide the priorities and performance targets for the school.

Advantages of this approach are the uniquely holistic Kaupapa Māori service that is integrated where whānau support, and Rangatahi learn, in a flexible environment with mixed styles of learning.

This approach provides a sense of belonging, safe whānau engagement and an environment with the positioning of the school in the heart of the community. This curriculum and whānau centred approach is an excellent solution for Rangatahi who do not fit into mainstream education systems, and will also support the minimisation of youth offending.

32.3 Initial Evaluation Results



33 Upper Valley Education Trust

33.1 Overview

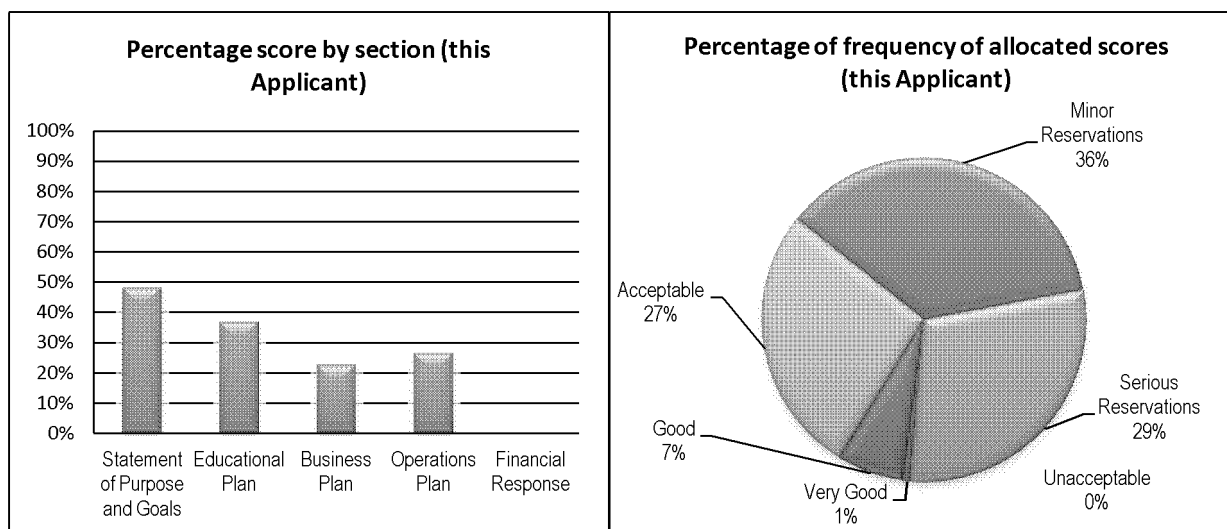
Sponsor Name	Upper Valley Education Trust
School name	Upper Valley Middle School
Where	Upper Hutt
Org Background	Private School
Org type	Trust
Priority group	Low Socio-economic
Year level	Year 7-10
Number of students (max)	38

33.2 Applicant's Purpose and Goals (extracted from Application)

The aims of UVMS are:

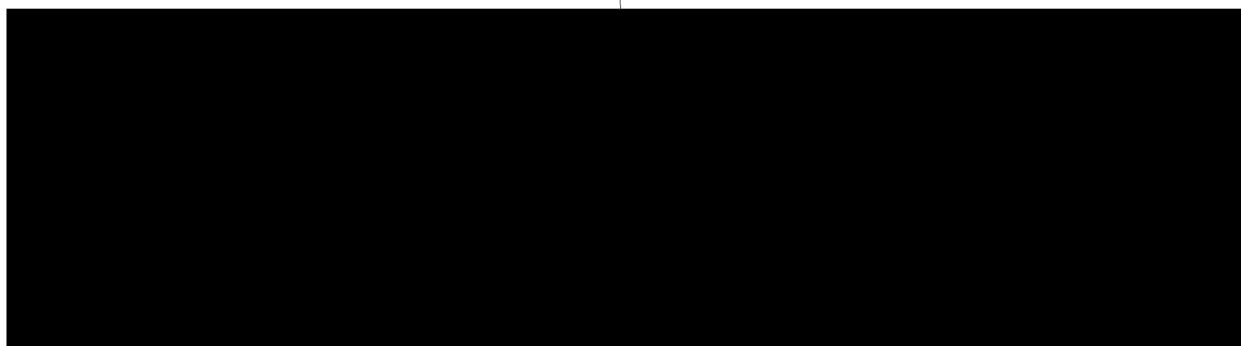
- To provide a window of opportunity for outstanding learning for Year 7 to Year 10 learners.
- To play a significant part in preparing students for full and effective participation in their future academic, cultural, sporting, social and working lives.
- To provide a learning environment that is thorough, innovative and able to be applied for each learner through their individual education plans.

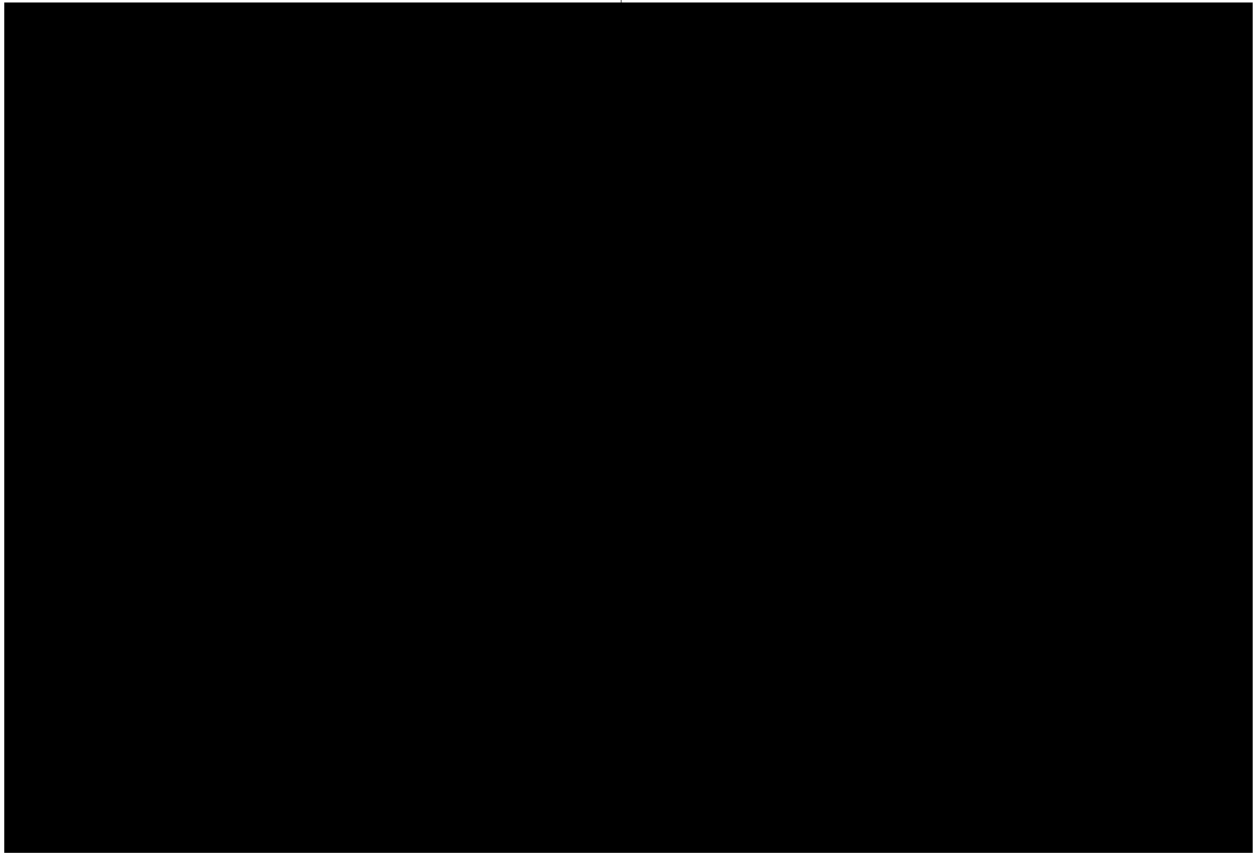
33.3 Initial Evaluation Results




33.4 Application SWOT

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





33.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable trust
	Year established		2012
	No of Staff		2 FTE + 4 PTE
	No of Locations		Upper Hutt
Company Overview	Overall	Green	Year 7-10 private education
Commitments	Overall	Green	School
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	No partners nominated
Financial Summary	Overall	Amber	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Amber	Minimal response suggests further development required to operate at level of PSKH
Health and Safety	Overall	Green	Universally affirmative.
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	Fellow Trust, supporter and landlord
	No of Referees provided		3

33.6 ERO Report Summary

33.6.1 Type of Report:

ERO Private School Education Report

33.6.2 Report Date:

October 2012

33.6.3 Key Findings:

Achievement and Progression:

- Teachers use a range of assessment tools to develop individual learning profiles for each student. Profiles include detailed records about student achievement as well as parent and student aspirations
- A strength of the school's curriculum is the reciprocal relationship between the school and the local community. Students engage in community service and community learning programmes
- Students benefit from a range of learning opportunities provided by meeting and working with professionals, craftspeople and other local experts
- The general standard of tuition is good. Students are generally well-engaged in their learning and enjoy the varied, creative and practical activities in the afternoon programme

Priority Groups:

- 8% Māori (1/13), 31% Other (4/13), 62% NZ European/Pakeha (8/13)

Organisational:

- School managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper persons to manage the school
- Students learn in a suitable building. The school is well resourced with desktop computers for students to use
- The trust ensures that police vetting is undertaken for all employees
- There are systems in place for the school's managing body to be assured that its statutory obligations are met.

Areas for Improvement:

- Trustees, managers and ERO agree that it is timely to develop shared understandings about roles and responsibilities for governance and management
- ERO, teachers and trustees agree that while Health and Physical Education is covered in the school's curriculum, further documentation and evaluation in this area is likely to contribute to ongoing improvements for students.

33.6.4 Next Review:

- Not stated

34 Villa Education Trust

34.1 Overview

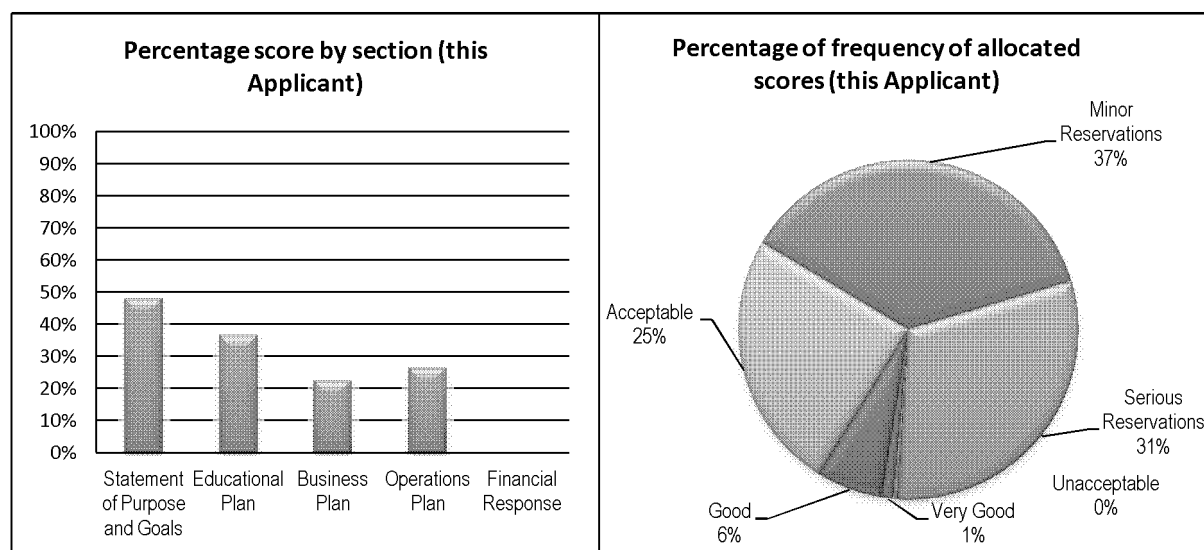
Sponsor Name	Villa Education Trust
School name	Not stated
Where	Multiple – South Auckland and Whanganui
Org Background	Independent School
Org type	Trust
Priority group	Low Socio-Economic/Māori/Pasifika
Year level	Yr 7-10
Number of students (max)	420

34.2 Applicant's Purpose and Goals (extracted from Application)

The Villa Education Trust (the Trust) was established in 2002 when Mt Hobson Middle School (MHMS) was opened. The purpose of the Trust is to support, promote and establish similar educational facilities across New Zealand. Being able to extend the highly successful MHMS model to low socio-economic areas through the Partnership Schools is an exciting and challenging opportunity for the Trust. Our long-term goal is to have a sustainable model of schools providing for learners in Years 7 to 10 in a unique way. The Partnership School/Kura Hourua (PSKH) programme is a way of making this a reality for learners we may not otherwise have been able to reach.

All young people have the potential to develop into extraordinary young men and women given the right opportunity. Learners leaving our Villas will have developed outstanding learning and thinking skills to take into their final years of secondary school. They will be exceptionally prepared to excel at senior secondary qualifications. They will also have developed a love of learning and hold values that will enable them to be confident, actively involved and connected members of society,

34.3 Initial Evaluation Results




34.4 Application SWOT

Overall Comments	Generally a well constructed application overall. Mission and vision was ranked in the upper quartile and the remaining sections were in the top quartile.
Application	The application was presented in a professional and polished manner. Most sections were covered to a generally high standard and most claims were justified and

	evidenced accordingly, which many of the applications that scored higher did not do.
Strengths	<p>The business and operational plans were strong and demonstrated the capacity and capability of the group, who have relevant experience in setting up new schools.</p> <p>The multi-hub model is reasonably unique and innovative and was explained in enough detail to be reasonably compelling.</p> <p>The application generally performed well educationally, and the curriculum implementation and justification were strong.</p>
Weaknesses	<p>The multi-location nature of the application meant that it did not always demonstrate that the group knew the communities that they would be operating in.</p> <p>The applicant showed good knowledge of the barriers to achievement for students from low socio-economic backgrounds, but did not always demonstrate their competency in educating Māori and Pasifika students.</p> <p>Assessment and appraisal of teachers was not covered in enough detail to be compelling.</p>
Panel's Comments	<p>The panel felt that this application was generally strong and presented in a professional manner. It was easy to read and to follow and showed organisational capacity and capability.</p> <p>The panel felt that this application was not as grounded in the needs of its communities and some priority groups as other applications, which raises some concerns that the group may not have relevant experience with priority students.</p> <p>The educational model was sound, but did not always describe how barriers to achievement would be overcome for priority students.</p> <p>The panel was concerned that the proposal to open seven schools rather than converting their existing independent school was overly ambitious.</p>

34.5 Review of Applicant Organisation

Organisational profile	Overall	Green	Charitable trust
	Year established		2002 (school opened 203)
	No of Staff		4 FTE + 7 PTE
	No of Locations		Mt Hobson
Company Overview	Overall	Green	Year 7-10 private education
Commitments	Overall	Green	School
Probity	Overall	Green	Nil
Nominated Partners	Overall	Green	No partners nominated
Financial Summary	Overall	Green	
	Accounts provided		Accounts provided s 9(2)(b)(ii) OIA
Quality Assurance	Overall	Amber	Minimal response suggests further development required to operate at level of PSKH. Not NZQA accredited
Health and Safety	Overall	Green	Universally affirmative.
	Written EHS Policy		Yes
	Formal EHS training		Yes
	Emergency Procedures plans		Yes
Referees	Overall	Green	Associate of founders. Past parent of student and trustee. May require reconsideration of referee(s).
	No of Referees provided		3

34.6 ERO Report Summary

34.6.1 Type of Report:

ERO Private School Review

34.6.2 Report Date:

March 2012

34.6.3 Key Findings:

Achievement and Progression:

- Mt Hobson Middle School continues to provide students with a sound education in a nurturing environment that supports them to develop personal responsibility for their learning
- The academic manager has an expectation that any students working below expected curriculum levels will make accelerated progress so that they are able to learn successfully when they enter Year 11 at a secondary school.
- Students enjoy learning opportunities in the arts, and in sports. Community service is a strong part of the school curriculum and students make valuable contributions locally, nationally, and internationally to groups needing support.

Priority Groups:

- 2% Māori (1/63), 6% Other European (4/63), 92% NZ European/Pakeha (58/63)

Organisational:

- The school provides students with suitable premises and equipment.
- A priority has been placed on ensuring that students have access to information and communication technologies (ICT) facilities, which are integral to the project programme offered
- The employing Trust has suitable employment policies and ensures that police vetting is undertaken for all employees.
- Teachers are appraised every two years in relation to their performance and contribution to the school.

Areas for Improvement:

- Senior staff recognise that individual education plans need to be improved and more consistently reviewed and maintained
- The Trust should ensure that all practicable steps are taken to minimise hazards in the environment. The safety of electrical fittings, including cables and plugs, should be carefully monitored.

34.6.4 Next Review:

- Not stated

35 Whakawātea Kaporeihana

35.1 Overview

Sponsor Name	Whakawātea Kaporeihana
School name	Te Kura Amorangi o Whakawātea
Where	Hamilton
Org Background	Youth Development
Org type	Trust
Priority group	Māori
Year level	Yr 1-7
Number of students (max)	80

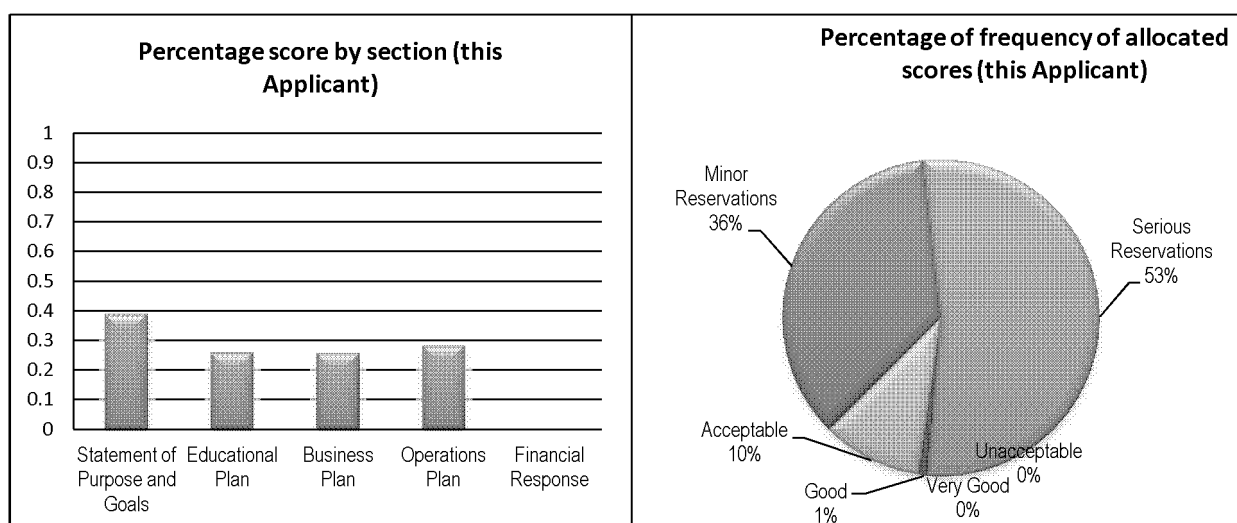
35.2 Applicant's Purpose and Goals (extracted from Application)

Te Kura Amorangi o Whakawātea (TKA o W), 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 as world class citizens.

TKA o Whakawātea sees strong evidence that the current secondary education system, in the main - fails students exiting our full primary, kura kaupapa Māori school, both academically and socially. We also see evidence that students who attend our kura, fly in all aspects of their - learning, being and capability.

The purpose for opening this secondary school is to facilitate the continued brilliance of students with unlimited potential – ours and others, to provide them with the opportunity to excel and be successful, in that they are able to access both their potential and their dreams. To, ultimately embody and illustrate their greatness as Māori New Zealanders.

35.3 Initial Evaluation Results



Non Compliant Applications

36 Pacific Christian Schools

Late application - Not accepted for evaluation.

37 Totara Bi-lingual junior school

Non compliant – Not accepted for evaluation.