**Name**

MATAARIKI ACADEMY

**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 had 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.

**Name**

NGA-HATARUNA ORANGA

**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**

Nil

**Cell phone:**

S 9(2)(a) OIA

**Email**

S 9(2)(a) OIA

**Fax**

Nil

**School Profile**

**School Type (e.g. primary, middle, secondary, bilingual, immersion)**

Maori Immersion Middle school leading to Senior Secondary School (Immersion to Bilingual)

**Proposed location**

Western Bay of Plenty
Year levels in first year of operation
Year levels at full enrolment

1. Purpose

Why do you propose to open this school?

1.0 To provide excellence in Maori medium education that extends on kura kaupapa Maori schooling for students of the Western Bay of Plenty.

1.1 Students exiting local kura kaupapa Maori are disadvantaged as they are denied the opportunity to extend their Maori medium education located within ancestral landscapes and seascapes. They are required to travel some distance to attend Wharekura, or attend a mainstream middle school that offers a curriculum (including philosophy and content) that has not been part of their core primary schooling.

1.2 One out of two Maori boy’s and one out three Maori leave school without a qualification1.

1.3 There is a growing body of academic research that supports kaupapa Maori based education as an effective intervention to the appalling Maori education statistics, and with potential to reverse to what Prof Graham Smith describes as an ‘education crisis’ (G. Smith (1997), L. Smith (1997), and R. Bishop (1997).

1.4 Provision of a quality educational experience that preserves the uniqueness of the local Maori community, is embedded in the Maori Worldview that privileges Maori values and practices, nurtures positive identity and personal confidence while preparing students to be citizens of the World. Music, environmental science and water sports are an important part of the school programme being reflective of the local Maori community and its connection to Te Moana a Toi (Pacific Ocean) and Te Tahu o Rangataua (Inner Tawaranga harbour).

2.0 To provide excellence in English medium education over time with view of the school becoming bilingual.

2.1 Progressively introduce aspects of the New Zealand Curriculum to enhance the English language communication skills of students.

1 Nga Kaitokiri Matarangga – ‘Agenda for Change’ An Overview (2102)
3.0 A school that places high expectations on students to achieve academically, and where progression to trades apprenticeship, polytechnic, wananga or university is the norm and a mere extension of their studies.

3.1 Every student is expected to be the best she or he can be, and in whatever area of interest they decide to pursue.

3.2 The school’s programme is learner centred, and excites the passions and interests of learners by way of individually tailored programmes which affirm and privilege their own experiences and values, as a platform for curiosity and exploration of new learning experiences both within and outside of the school and local community.

4.0 A school that encourages entrepreneurialism, rewards creativity and innovation, and where mistakes are accepted as part of learning.

4.1 An enterprise culture where the testing out the ideas is encouraged.

4.2 A school that will create a culture of excellence and achievement.

5.0 A school that provides for the pastoral care, spiritual care and health care of students and their Whānau.

5.1 Students will benefit from healthy meals, counselling services and access to quality health care on site, the rationale being that good learning does not take place when the student is hungry, unhealthy and has no adult to confide in should they be experiencing problems.

5.2 As a health promoting school all policies and procedures will be developed for the purpose of creating a safe and healthy learning environment for students, teaching staff, non teaching staff, Whānau and visitors.

6.0 A school that provides an education service that is subject to independent scrutiny and where R&D (research and development) ensures continuous
improvement and contributes to educational excellence.

6.1 A university or wananga will assume responsibility for the provision of independent audit of the schools performance and assist with on-going improvement.

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

**Vision**
To transform lives and Whanau.

**Mission**
To be the premier provider of Maori medium secondary education that prepares students by way of training in the trades and technology, as well as for entry into vocational or tertiary education.

**Values**
Whanaungatanga (family), manaakitanga (caring), arohatanga (compassion), wairuatanga (spirituality) and what matauranga (pursuit of learning).

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**Goals**

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

**Performance Goal #1:** The school delivers Te Matarua Matarau o Aotearoa and aspects of the New Zealand Curriculum from Year 7 to Year 13, to a high standard by 2018.

Performance measurement #1: - 100% fluency in te reo Maori is demonstrated by all students throughout the school by 2018.
Performance measurement #2: - By 2018, the school has demonstrated 75% student retention as a minimum standard.

Performance measurement #4: - By 2018, the school will have entered students into the National Maori speech Awards.

**Performance Goal # 2:** That success, performance and achievement are an essential part of the school culture.

Performance measurement #1: - NCEA Levels are achieved throughout the Junior and Senior schools

Performance measurement #2: - By 2018 100% of students at the school will have successfully completed the following:

- NZ Surf Lifesaving Life Guard Award
- NZ Mountain Safety Council - Firearms safety course
- To Moana a Toi | Tauranga Moana Studies
- Military academy training
- First Aid Certificate
- Noho marae
- Have excellent English verbal and written skills
- Have sufficient skills in an International language to be able to converse with a native speaker
- IT literate

Performance measure #3: - By 2018, 75% of the senior students will have been offered pre-apprenticeships, apprenticeships, advanced vocational training places.

Performance measurement #4: - By 2018, all senior students will have attained the National Certificate in Educational Achievement

**Performance Goal # 3:** That enterprise and innovation is part of the school programme.

Performance measurement #1: - By 2018, 100% of students have successfully completed placements, internships, field visits or similar with local Maori Agribusinesses and or businesses associated with horticulture, shipping, marine industries, fishing and infrastructure, Crown Research Institutes, NGO's and service organisations, etc.

Performance measurement #2: By 2018, 100% of senior students will have experienced short spells of study at a workplace, wananga, polytechnic and a university.
Performance measurement #3: By 2018, 85% of Year 12 and Year 13 students will have completed selected tertiary papers and gained credits.

**Performance Goal # 4** The school is recognised as a health promoting school.

Performance measurement #1: - All students and their Whanau are registered with the local Maori PHO and can access health and social services on-site as from 2014.

Performance measurement #2: - The school is governed by health promoting policies and procedures as from 2015.

Performance measurement #3 – The school utilises council facilities such swimming pool, library, sports field and library as from 2014.

**Performance Goal # 5:** The school’s performance is audited by an external agency that also provides R&D (research & development) as from 2015.

Performance measurement: Regular assessments are supplied by a university or a wānanga which will also be responsible for R&D aimed at on-going improvement.

**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 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.
Describe the proposed student population and their educational needs.

The school caters primarily for Maori students residing in the Western Bay of Plenty inclusive of Papamoa, Waitao, Rangataua, Maketu and Te Puke who have had the benefit of Maori immersion education through kura kaupapa Maori, or a bilingual education, and want to extend their te reo Maori skills to a broader range of curriculum subject areas at Year 7 and beyond. In doing so, also undertake their studies in the English language as a precursor to higher level learning.

Most of the students will come from Whanau | communities in receipt of modest incomes and many will identify with multiple iwi and kaupapa and are likely to be connected to each other.

The educational needs of students range from literacy and numeracy, and other skills as demanded by employers, to skills that will enable them to enter and successfully complete vocational education programmes at a tertiary institution.

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

1. Low expectations derived from parents own school experiences, home environment and or wider community.

2. Many students are from low decile often semi rural based marae communities where many parents often struggle financially.

3. Limited English language written expression and maybe verbal communication skills relative to their counterparts in mainstream education.

4. Distance as students are likely to live in small isolated communities.

5. Competing interests from gangs, anti social peers, as well as social and cultural priorities or needs of Whanau.

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.

Essential Elements of the education programme are listed as follows:

• Te reo Māori me ona tikanga
• English
• An International language - Mandarin
• Science particularly as it relates to the local cultural landscape – Te Moana a Toi (Ocean), Te Tahuna o Rangatira (Rangatira estuary), Te Awa o Waitao (Waitao River), Kaituna River, Ngā pās maize (inland mountains) and their various habitat, fauna and flora.
• Mathematics
• Technology
• Marine water sports – water safety, life guard training, swimming, diving, kayaking, surfing, water polo, wake ama, waka houhua....
• Music, musical literacy and musical production
• Performing and Visual Arts

Key Teaching Practices:

Tuakana teina – senior students mentoring younger students
Kahori ki te kanori – face to face to engagement with teachers and fellow students

Placements / secondments – at a work place experience deemed safe by the school

Experiential - Hands on learning e.g. basic farm skills, kayaking the coastline as part of environmental science, pig hunting, mahi kai maitai traditional food gathering and preparing wild foods), mahi maara (gardening), kiwifruit science,.....

Wananga – short intensive learning experiences with a clear focus that will be marae based.

Project based learning – a holistic approach to learning that draws on the unique skills of each member of the team.

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.

The school curriculum is Te Motuauranga o Aotearoa together with selected subject areas
from the New Zealand Curriculum such as English, science, music and mathematics.

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

- The education programme is responsive to the learning needs of Maori immersion learners who have associations with the local ancestral landscapes and seascapes. The programme extends on their learning with respect to te reo Maori as a medium for intellectual and social development, but also a platform for the inclusion of English and elements of the New Zealand Curriculum (i.e., science, mathematics and technology).

- Te Matatini o Aotearoa and New Zealand Curriculum as the core of the school's programme will give teachers staff and parents alike a sense of comfort that the programme being offered has credibility and integrity.

**Education innovation is provided by the addition and integration of aspects unique to the local marae communities, ancestral landscapes and seascapes inclusive of:**

- Students are members of a Whanau and the school is an extension of the Whanau and the marae, being the source of key values such as whanaungatanga (relationships), whakatanga (compassion for others), manaakitanga (sharing with others), kia tangatanga (independence of action and thought), kaitakatanga (care for others and environment) and wairakatanga (to nurture the spiritual being). These values underpin effective learning strategies, character development and socialisation. At the same time students will learn that they are not only part of an ancestral landscape and seascape, but are also part of a global community.

- The relationship with various Maori owned agribusinesses engaged in kiwifruit production, avocados, cattle and related activities of which many students are themselves beneficiaries and connected to.

- Music, musical production and music literacy is an essential feature of the programme and reflective of our community that is identified with music and musical identities both past and present – Stanley Walker of 'Australia Idol', Nesian Mystik’s Awanui Reeder, Tumanako Farrell, Ria Hall and Porina, the Ratana Church’s Te Reo Brass Band to name just some. Students can identify strongly with these people who are regarded as role models worthy to emulate and are associated with excellence and success. Most of the Whanau are affiliated to the Ratana Church.

- Water based activities, water sports, water safety and outdoors activities represents a critical part of the programme the attraction being that the community has a strong cultural affinity to the Ocean as a source for food, recreation, employment and tribal identity.
• A relationship with the New Zealand Defence Force reinforces the school’s commitment to achievement, team work, leadership, personal initiative, building character and overcoming difficulties. The NZ Navy and NZ Army are institutions that commands respect in the community.

• Every school day starts with karakia / whakamoemiti that sets the tone of the day. Karakia / whakamoemiti is attended by all including teachers and is undertaken by students themselves on a roster basis. Karakia / whakamoemiti also ends the day’s learning. Karakia / whakamoemiti and sharing a meal together are significant aspects of the school day.

In summary the programme is holistic incorporating a tried and tested curriculum that has the confidence of the Whanau and wider community, but adopts key elements which students and their Whanau can readily identify and are familiar with, and provides a platform for the exploration of new experiences and knowledge.

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

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

The school is an extension of the Whanau and marae. It is a friendly and familiar (not foreign) place. Teachers are friendly and treat students with respect. Students treat each other and the teaching staff with respect. The learning space can be an old house or whare tupuna at the marae so long as they are comfortable and homely. There are no rows of school desks but there is a large round table with seats around it and some old couches and arm chairs in the main room. The large kitchen area has a big table and provides a place where the school whanau come together to share a meal and hui. Other rooms are used as quiet rooms for reading, internet searches. There are few doors to the rooms except the toilets and showers.

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.