INDICATION OF INTEREST

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

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz
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 Equipment
   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 examined 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 IOI process is optional. Interested parties who do not submit an IOI 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 Houura 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 Houura 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</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>16 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>28 April</td>
<td>Review of proposals by Authorisation Board</td>
</tr>
<tr>
<td>29 April - 5 May</td>
<td>Interviews with Authorisation Board</td>
</tr>
<tr>
<td>6 May - 16 May</td>
<td>Preparation of report and advice to Ministers</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 Houura 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

<table>
<thead>
<tr>
<th>Proposed School</th>
<th>Name</th>
<th>Ngā Kākano Christian Reo e Rua Kura</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Sponsor</td>
<td>Name</td>
<td>Ngā Kākano o te Kāhanga Trust</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Name</td>
<td>S 9(2)(a) OIA</td>
</tr>
<tr>
<td>Mailing Address</td>
<td></td>
<td>S 9(2)(a) OIA</td>
</tr>
<tr>
<td>Phone: Day</td>
<td></td>
<td>S 9(2)(a) OIA</td>
</tr>
<tr>
<td>Cell phone</td>
<td></td>
<td>S 9(2)(a) OIA</td>
</tr>
<tr>
<td>Email</td>
<td></td>
<td>S 9(2)(a) OIA</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Profile

**School Type (e.g. primary, middle, secondary, bilingual, immersion)**: Composite School (NE - Yr 13)

**Proposed location**: 40 Kirrie Ave, Te Atatu South

**Year levels in first year of operation**: New Entrant - Yr13

**Year levels at full enrolment**: New Entrant - Yr13
Why do you propose to open this school?

For 15 years, Ngā Kākano has operated successfully in transforming the life opportunities for a limited number of students who would normally achieve little in the traditional state school system. Gaining status and funding as a Partnership School would enable the teaching and learning approach of Ngā Kākano to extend to a more significant number of students.

Since its inception in 1993, the vision of Ngā Kākano has been to provide quality education to all students and remains to this day.

The school is one mechanism through which the objects of the sponsor, Ngā Kākano O te Kāhanga Trust, are achieved. Specific Objects of the Trust include:

- To nurture and educate students in the ways of God within a bilingual and bicultural environment with Jesus Christ as the chief cornerstone.
- To deliver all educational programmes and instruction through the medium of both Māori and English, and to provide a curriculum that caters for all developmental stages from birth to school age.
- To provide a supportive and caring environment in which education can take place, and where parental involvement is encouraged, within the context of the established Kātuwhero.
- To affirm all students' self-respect, self-esteem, and self-worth within the supportive environment that promotes belief in Christian values.
- To provide sustenance and the means for obtaining sustenance, to people involved with the organisation.
- To express and promote Māori Christian philosophy based on Te Paipera Tapu (the Bible).
- To promote multicultural relations with those from the whānau and wider community to become an integral part of the community.
- To develop networks with other organisations to promote and enhance whānau and lifestyle in a positive manner.
Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

Whakatauki - Ethos:
Whāia te iwi kahurangi, ki te tūiho koe, me he maunga te iwi.
Pursue excellence -- should you stumble, let it be to a lofty mountain
Tā Apirana Ngata

Ko te wawata o Ngā Kākano hei pou i te Whare Mataranga
Ngā Kākano purposes to be a pillar in the house of education.

School Values:
Whakapono (Faith), Tumanako (Hope), Aroha (Love), Whakawānaungatanga (To be family), Tuakana – Teina (Sibling support), Experience, Exposure, Exploration and Excellence.

Mission:
To develop, equip and empower today's student for tomorrow.

Develop: Develop a student by realising the strengths of their character. Research shows that character traits identified as crucial to the success of students in their life journey are determination, self-control, zeal, social intelligence, gratitude, optimism, and curiosity. These align with both the fruit of the Spirit (Biblical character traits) and our school values.

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>School Value</th>
<th>Biblical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determination</td>
<td>He nāpia pukenue e kēngia e te waka</td>
<td>Long suffering</td>
</tr>
<tr>
<td>Self-control</td>
<td>Respect</td>
<td>Self Control</td>
</tr>
<tr>
<td></td>
<td>Tuakana-Teina Relationships</td>
<td></td>
</tr>
<tr>
<td>Zeal</td>
<td>Excellence</td>
<td>Joy</td>
</tr>
<tr>
<td>Social Intelligence</td>
<td>Experience and exposure</td>
<td>Peace, love, gentleness</td>
</tr>
<tr>
<td>Gratitude</td>
<td>Whakawānaungatanga</td>
<td>Kindness</td>
</tr>
<tr>
<td>Optimism</td>
<td>Pursuit of excellence, hope</td>
<td>Faithfulness</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Empowerment, exploration, exposure</td>
<td>Goodness</td>
</tr>
</tbody>
</table>

Equip: Equip a student with knowledge of Te Ao Maori and Te Ao Pakeha, human resources, capital resources, natural resources, confidence, and knowledge of their history, their value and future potential.

Empower: Empower a student by providing them with experience and exposure within controlled environments. Providing the student with a safe and secure environment, enabling them to explore their curiosity and develop their social intelligence.
What are the school’s performance goals and how will these be measured?

Whakatauki – Ethos:

Tungia te uruma, kia tupu whakaritorito te tupu o te harekeke.

Burn the undergrowth of the flax bush so new shoots may grow.

Interpretation: Clear old mindsets and habits to enable the new and good to grow vigorously.

Level of Qualification Achieved

1. To have 70% of Yr 9 students passing NCEA L1, L2, or L3 by 2018.

School Roll

2. To have 200 students across NE – Yr 13 by 2017.
3. To establish a satellite school in Wainui North, Northland by 2017.

Enterprise

4. To establish a business incubator and business generator programme to launch successful student virtual businesses into the real world by 2019. This will be measured by establishing at least two student businesses into the real world by 2019.

Community Engagement

5. To strengthen relationships between school and home by 2014. This will be measured by securing 80% whānau member attendance at whānau hui and student–parent meetings in 2014.

B. EDUCATIONAL PLAN

4. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Ngā Kākano enrols new entrant to Yr 13 students (age 5 yrs to 19 yrs) from low-socioeconomic groups, predominantly of Māori and Pasifika decent. Our current student population travel from West and North Auckland wards including Henderson, Massey, Ranui, Kelston, New Lynn, Te Atatu and North Shore.

Their educational needs include numeracy and literacy catch up programmes, Te Reo Māori and Māori Kawa, Pathway Education, One-on-One Support; most importantly education on who they are, where they come from and what that means to them.
Describe any challenges to learning that the proposed student population may face.

The challenges to learning faced by our newly enrolling students are:
- Behavioural problems
- Low attention span
- Low self-confidence and self-worth
- Lack of technological resources
- Failure in the state education system
- Solo parent households, often with minimal to no support at home
- Low academic level comparative to age
- High truancy
- Low research and enquiry skills
- Low interpersonal skills
- Low communication skills
- Fear of confiding in teaching staff and figures of authority
- Some students have difficulties submitting to female staff
- Alcohol and drug abuse
- Transport

In the early years of Ngā Kākano, these issues led parents to enrol their children at Ngā Kākano as a last resort. However, in recent years Ngā Kākano has become a school of choice.

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.

Whakatauki - Ethos:

E kura kura rōto te toa takitahi.
Engari, he toa takitahi.
Success is not the work of one, but the work of many.

An Overview of the Ngā Kākano Education Programme

Ngā Kākano utilises the New Zealand Curriculum and the Accelerated Christian Education (ACE) Curriculum.

Both curricula are delivered using a combination of methods:
- Self-paced learning using correspondence school and ACE materials combined with direct in-class supervision and support
- Experiential learning
- Direct class teaching
- Tuakana – Teina / Cascade learning
- Marae noho and wānanga
- Overseas mission trips
JUNIOR SCHOOL

YR 0 – YR 1
The primary objective in the first year at school is to prepare each new entrant for numeracy, literacy and Te Reo Māori - establish a good foundation in basic learning skills. Basic work habits are developed to provide for the child's future learning.

YR 2 – YR 4
Students are taught Social Studies, Science, Physical Education, Mathematics English, Art Bible Study and Te Reo Māori.

MIDDLE SCHOOL

YR 5 – YR 6
Students are taught Mathematics, Social Studies, Science, Word Building, History, Bible Study, Te Reo Māori and Physical Education.

Students from Yr 5 – Yr 6 will be taught within a completely Te Reo Māori immersed programme.

YR 7 – YR 8
Students are taught Mathematics, English, Science, Social Studies, Word Building, History, Bible Study, Te Reo Māori and Physical Education.

SENIOR SCHOOL

YR 9 – YR 13
Students have an option of learning through the ACE Curriculum or NCEA (which is provided through The Correspondence School). Students are also taught Physical Education and Enterprise Studies.

Students from Yr 7 – 13 who show sporting promise will be recruited into Ngā Kākano Whaka Pākina Tīhana (Ngā Kākano Sport Academy).

Students from Yr 11 – 13 who show good business acumen will be recruited into the Ngā Kākano Paua Pēhi ma te Pākini (Ngā Kākano Business Incubator Programme).

Key teaching practices of Ngā Kākano are:

- Our teachers: support staff and volunteers see every whānau as valuable; the shortcomings of our whānau are not used as measurements of their future success.
- Teachers operate as curriculum deliverers, motivators and inspirers.
- Specialists and experts are contracted to teach specialist subjects.
- Our tuakana – teina emphasis fosters co-creation of value. Students, teachers, staff and whānau community are seen as value-adding personnel and are utilised as co-creators of value. This fosters whānau ownership and commitment to create a positive school and learning environment.
- Our emphasis on whakawhānaungatanga fosters community involvement in school life, the classroom, and the career pathways of our students.
- Wānanga and noho marae.
- Overseas mission trip.
Ngā Kākano Assessment strategies include:

- E-ASTLE tests
  - These tests are used to ascertain the academic level of a child choosing the NCEA curriculum
- Strengths Quest evaluation
  - This evaluation is used to ascertain the character strengths of a child
  - It is used as a tool when forming student groups
  - It is used as a tool when determining career pathways
- ACE Diagnostic Tests
  - These tests are used to ascertain the academic level of a child choosing the ACE curriculum
- PASS Assessment
  - This is used to measure students' attitudes towards themselves as learners and their attitudes towards school
- Internal and External Examination results (NCEA)
  - Results are retrieved to ascertain the level of work completed at previous schools and whether or not the student successfully completed them
- Career Pathway Assessment
  - This is used to match the student's strengths with a career pathway
  - This is used to develop goals with the student
- Practical Assessment
  - This tool is used to assess a student using practical real world activities.

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

Ngā Kākano will utilise both the New Zealand Curriculum and the Accelerated Christian Education (ACE).

The ACE Curriculum is approved by the New Zealand Vice-Chancellors’ Committee; it aligns with the New Zealand Curriculum and is accepted by tertiary institutes in New Zealand.

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

Our track record shows that students who enter Ngā Kākano at middle school and go on to gain their NCEA 12 Certificate (or higher) go on to successfully enter tertiary education or find stable employment. Their conduct is of a high standard and their communication skills are well developed.

The proposed curricula and their delivery methods enable students to work at their actual performance level. This careful matching has proven results. Students feel confident, proud and capable. Once students get into the habit of achieving excellence, their work ethics improve and their hunger for greater challenges increases.

Teachers serve as curriculum deliverers, but most importantly as motivators. Results show that when staff consistently maintain their vision, the student maintains their vision at the forefront, ensuring the student is more likely to complete work at home, behave while at school, participate in class and school activities, and strive for their goal with determination.
Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

<table>
<thead>
<tr>
<th>TEACHING PRACTICES</th>
<th>ASSESSMENT STRATEGY</th>
<th>HOW IT MEETS PERFORMANCE GOAL</th>
</tr>
</thead>
</table>
| Whānau as valuable. | Strengths Quest evaluation  
Identify the strengths of the students character | To strengthen relationships between school and home by 2014 |
| Teachers operate as curriculum deliverers, motivators and inspirers. | Career Pathway Assessment  
PASS Assessment  
ACE Diagnostic Tests | To have 70% of Yr11 students passing NCEA L1, L2, or L3 by 2018.  
To establish a business incubator and business generator programme to launch successful student virtual businesses into the real world by 2019. |
| Specialists and experts are contracted to teach specialist subjects. | E-ASTLE tests  
Internal and External Examination results | To have 70% of Yr9 students passing NCEA L1, L2, or L3 by 2018. |
| Our tuakana – whakapiri emphasis fosters co-creation of value. | Strengths Quest evaluation  
PASS Assessment | To have 200 students across NE – Yr13 by 2017. |
| Our emphasis on whakawhanaunuianga fosters community involvement. | Career Pathway Assessment  
(Getting the community involved in the future of our students) | To establish a satellite school in Waimate North, Northland by 2017. |
| Watanga and Nōho Marae. | Practical Assessment | To strengthen relationships between school and home by 2014. |
| Overseas missions trip | Practical Assessment | To strengthen relationships between school and home by 2014. |