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

The Partnership Schools | Kura Hourua Working Group
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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.
**SCHOOL CONTACT AND PROFILE**

**Proposed School**

Name: PMA Partnership School

**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.

Name: Pasifika Medical Association

**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: P.O.Box 23061 Hunters Corner, Manukau 2155

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): Secondary

Proposed Location: South Auckland

Year levels in first year of operation: Year 9-14

Year levels at full enrolment: Year 9-14
1. Purpose

Why do you propose to open this school?

PMA proposes to work with an existing school to support the school, faculty and community of parents and students to deliver the best educational outcomes for students in South Auckland with a particular focus on those students from Maori, Pacific and low socioeconomic backgrounds.

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

“To ensure all students leave the school well prepared to enter skills based training, tertiary study or employment, maximising their potential.”

We believe that it is critical to have an aspirational vision and mission statement which the “community” in its broadest sense supports. Students need to believe that they can and will achieve. Faculty need to be totally committed to do what it takes to work alongside students and families to achieve outcomes. Students need to enjoy the process of learning. Success needs to be the “norm” not the exception. There needs to be an enhanced focus on academic achievement and meaningful skills training.

In order for a distinctive mission and vision to be developed the school community needs to be actively engaged at all levels in developing it. This includes students, families, faculty, management and governance. If we proceed with this proposal we will facilitate a process to ensure all stakeholders.

2. Goals

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

We have been working collaboratively on an outcomes framework which is attached. It focuses on measuring outcomes in 6 domains. These include:

- Leadership
- Academic and Career Achievement
- Academic and Career Goals and Attributes
- Family and Community Engagement
- Effective, Responsive and Supportive Learning Environments
- Professional Community Engagement and Support

See Attachment 1.

The outcomes will be measured by a combination of quantitative and qualitative data including achievement results; student, teacher and parent surveys; attendance data; class room observations.
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 IOL.

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.

1. Proposed Student Population and Educational Needs

Describe the proposed student population and their educational needs.

-Maori, Pacific Students from low socioeconomic backgrounds and learners with special education needs from South Auckland

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

Low socioeconomic background

Limited resources outside of school for educational opportunities
Challenges facing families to meet the demands of daily living
Poor preparation for entering secondary study environment reflecting in deficits in many cases in literacy and numeracy

English as a second language

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.

The programme would be centred around science leading to students gaining the required NCEA qualifications to be able to enter tertiary courses in the fields of Science and Health Sciences. There is already some experience in developing a strong academic curriculum with an increased focus on science.

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.

The curriculum will be based around the New Zealand Curriculum with an emphasis at all levels on English, Mathematics and the Sciences. This is combined with activities which reinforce the study and future career pathways.

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

Students will be opting into a programme that directly relates to where they see their future employment. This connection between a career and what is taught at school has been shown to improve educational outcomes significantly. We have experience in providing this curriculum and approach over the past 3 years with outstanding results.

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

Quality teaching backed by significant family involvement and extra tutorials will lead to success. This is supported by a strong focus on achievement and ensuring that students and teachers have the skills to succeed. Constant monitoring of progress and a philosophy of doing whatever it takes to support students to achieve makes the difference.

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

Teachers have high expectations and are committee to the educational success of learners; learners have a strong sense of belonging at the school, feel confident in their classrooms, and are engaged and achieving in a rigorous curriculum; learners are inspired and motivated by connections to professionals who are like themselves; learners help and support one another to achieve their goals; teachers and the PMA
supports learners to establish and achieve their educational and career goals, parents have strong relationships with teachers and understand what they need to do to support their children in their educational and career goals.

We have been engaged in 360 degree surveys with students, parents, faculty and community to understand what the environment looks like currently and how things might be developed to support better outcomes.

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.

| Community and External Engagement |

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

The local community is strongly supportive of improving academic outcomes for students and defining career pathways to ensure strong futures for their young people.

Consultation has been undertaken with the Board of Trustees who represent the local community members and focused consultation has already been undertaken with Pacific communities.

What will be your next steps to secure parental support and student enrolments?

To consult widely with parents of current and potential students. To consult with the broader Pacific and Māori communities in South Auckland. This will include ensuring that as the partnership develops the community i.e. students and parents are actively involved in driving initiatives.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

We currently hold ethnic specific meetings with parents each term. For specific cohorts we have 100% attendance rate. This has resulted in parents then sharing with