



# **TE KURA HOURUA O WHANGAREI TERENGA PARAOA**

## **PARTNERSHIP SCHOOLS KURA | HOURUA**

### **QUARTERLY REPORT – FIRST QUARTER**

**For the period 1 January – 31 March 2014**  
**(30 April 2014)**



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## **APPENDICES (email attachments)**

1. Organisational chart
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5. Copies of panui

## 1. BASIC INFORMATION ABOUT THE SCHOOL

### 1.1 Basic Information

Fill in the requested information below about the basic information of the school:

1.1 Basic Information	
Name of School	Te Kura Hourua O Whangarei Terenga Paraoa (also called locally Te Kāpehu Whētū)
Year School Opened	2014
Year Levels	Year 9 to Year 13 for 2014 (with Year 7/8 being phased in from 2017 onwards)
March Enrolment Count	50
School Address(es)	185 Lower Dent Street, Whangarei
Region	Northland
Website Address	www.mokonkz.co.nz
Name of Key Contact	Raewyn Tipene
Key Contact email address	s 9(2)(a) OIA
Key Contact phone number	
Name of School Leader/person responsible for teaching and learning	Dr Nathan Matthews
School Leader/Principal email address	s 9(2)(a) OIA
School Leader/Principal phone number	

### 1.2 Organisational Structure of the School

Describe any changes to the organisational structure made during the last quarter and/or anticipated changes. Please provide a copy of your organisational chart labeled as Appendix 1. If the organisational chart has changed since the last report, please provide an updated copy.

See Appendix 1

## 2. OPENING STATEMENT AND SUMMARY FOR THE MINISTER

*You may wish to preface the Quarterly Report with a summary of the past three (3) months.*

### Statement and Summary for the Minister

*You may like to consider the following items:*

- *The opening of the school.*
- *Achievements of the school to date.*
- *Focus going into the next quarter.*
- *Community and whānau support, involvement and engagement.*
- *Significant changes over the last three months.*

### LAUNCHING MĀORI FUTURES



### **SUMMARY**

We have had a very successful first term for our Kura. Not only did we open with all the key policies, documents, systems and ERO sign-off in place but we also opened with a full quota of Ākonga (50), staff and a refurbished facility. During the term we completed all the necessary Ministry requirements and meet the expectations of whanau and ourselves. Some of the specific achievements included:

#### **1. Key documents:**

- Strategic plan
- Annual plan
- Kura Prospectus
- Kura Handbook
- NZQA CAAS accreditation policies and documentation

## **2. ERO Readiness**

- ERO documentation
- ERO visits
- ERO sign-off for readiness

## **3. Curriculum planning**

- Teaching & learning approach for the start of the year
- Plans for term 1
- Assessments for term 1 (plus moderation processes)

## **4. Facilities**

- We closed leases for 185/187/168/164 Lower Dent Street
- Complete major renovations for 185 the main 'hub' of the Kura
- Connected 185 & 187
- Furnished and equipped all buildings and
- Established a basic IT system as we wait to join a higher programme

Overall we have started well with a Kura that have the people, policies, systems and culture in place to enable us to deliver on core KPIs in the short/medium term and innovation in the long term.

Most importantly, the ākongā have settled in well and are strongly participating in and contributing to Kura life. Other highlights include:

### **Hikoi**

Our Kura year began with a week-long hikoi around Ngāpuhi. It provided an opportunity to introduce ākongā to their rohe, their marae and each other, as well as establish baseline data for each ākongā's. It began on Sunday 9 February at Pēhiaweri marae where the whānau officially handed over their tamariki to become part of the kura. We then travelled at 3am in the morning out to the coast to support the opening of the Partnership school in Whangaruru. Over the next four days we travelled and stayed at Te Rāwhiti, Kohewhata, Kokohuia and Matatina marae. At each marae the ākongā learnt about the significant history, events and people of the place and experienced Ngāpuhi tikanga first hand. We finished back at Pēhiaweri marae on Friday 14 February in preparation for the official opening of the Kura the next morning.

### **Opening Day**

The opening day was held on Saturday 15 February with a dawn ceremony conducted by local tōhunga to bless and name the Kura buildings (Tapatoru) and the Kura itself (Te Kāpehu Whētū) both given by Matua Hec Busby in reference to the kaupapa of 'Launching Māori Futures' a korero given to the kura by Sir Professor Mason Durie and a play on the idea of 'Kura Hourua'.

This was followed by a formal mihi that allowed speakers from the Kura and the manuhiri to acknowledge the kaupapa and the significance of the day. There was a large turnout of whānau, local iwi representatives and leaders, community groups and dignitaries, including the Mayor of Whangarei.

### **Term 1 2014 Achievements**

In the short time the Kura has been open there have been a number of achievements to note:

#### *Kia Māori*

- The learning and use of te reo Māori and tikanga Māori has become an integral part of our kura environment. This is important given only 1/5<sup>th</sup> of the ākonga can speak Māori.
- All of our junior ākonga are studying Māori Art at Te Wānanga o Aotearoa
- Four of our senior ākonga are studying NCEA Level 2 Māori Art at Te Wānanga o Aotearoa
- The entire Kura performed at the Tai Tokerau Māori Performing Arts Festival on Wednesday 16 April at Rodney College. Invited to attend, the Kura was initially concerned about the reception they might receive given the PPTAs threat to boycott Kura Hourua and the tight timeframe. The decision was made 3 weeks out to put a bracket together. In Kura and Academy uniform, in front of kaumatua and kuia first and whānau and peers second the Kura had nothing to fear as their powerful performance received rapturous applaud and tautoko from the audience, especially from peers from all the other schools.

#### *Kia Mātau*

- All senior ākonga have a personalised learning plan (PLP) that has been signed off by the ākonga, the whānau and the Pouwhakahaere.
- All of our senior ākonga have been assigned an academic mentor (non-teaching staff) who help guide ākonga with their academic planning, decision-making and time management.
- We have four senior ākonga studying part-time (whole year) at Northtec in Sport & Recreation (L3), Engineering (L3/4) and one at G&H doing carpentry (L4) as part of preparing them to move into tertiary or trades.
- We also have three ākonga completing a Level 2 Hospitality course with Northtec.
- We have a number of ākonga studying through the Correspondence School.
- Ākonga in NCEA Level One have completed their first assessments for Maths, Science and Social Science and the early results look good.

### *Kia Tū Rangatira ai*

There have been a number of achievements already this year.

#### Hauora:

- We have finalised a relationship with Whangarei Crossfit to provide classes for all ākonga to provide a baseline fitness programme. There have been a few classes already with high performing athletes pushing their limits while ākonga who rarely do exercise participating.
- We sent a team of 6 boys away to the National Secondary Waka Ama tournament with our team making the plate finals. A major success for us given none had been in waka ama previously and they had only had 3 practices.
- We have made a kura netball team from the small number of girls in the kura who have made a strong start in the Whangarei competition. s 9(2)(a) OIA
- Two ākonga [REDACTED] and [REDACTED] both represented Tai Tokerau at touch with [REDACTED] making the New Zealand U15 team. s 9(2)(a) OIA
- Two ākonga [REDACTED] and [REDACTED] made the New Zealand U15 baseball team. s 9(2)(a) OIA
- One swimmer, [REDACTED] represented the kura strongly at the Northland Secondary Schools Swimming Championship. Winning 100m breast before being disqualified.
- In Crossfit, [REDACTED] and [REDACTED] placed 2<sup>nd</sup> and 3<sup>rd</sup> in their division at the Northland Secondary Schools Championship. s 9(2)(a) OIA
- Six ākonga and two staff, in 3 teams performed at the Tai Tokerau Senior kapahaka competition with two of the teams making it through to Te Matatini in 2015.

#### Whānau/Community engagement:

- Thus far we have had the official pōwhiri and handing over of the ākonga and separate pōwhiri for any ākonga that have started later in the Term.
- All whānau receive a bi-weekly pānui that updates on Kura activity and events. See Appendix 5
- All whānau of senior ākonga have had a meeting with the Pouwhakahaere to discuss the personalised planning for ākonga.
- We held a dress rehearsal followed by a kai before our performance at Tai Tokerau festival.
- We have had parents in as guest speakers to talk to ākonga about their areas of expertise relevant to the current learning.
- Ākonga have also been out with Farmers, Fonterra and the Regional council looking at measuring the state of local waterways and eel stocks in the district.
- Senior kapahaka groups used our facilities for practice running up to the senior competition and a number of other Māori groups use the facilities after hours for meetings and practices
- We have students learning whakairo under the tutelage of tohunga whakairo [REDACTED] s 9(2)(a) OIA
- We have a relationship with Hihiaua Trust, developing their adjacent site as an education/cultural centre that will eventually be part of the Kura's own campus.



### 3. MINIMUM REQUIREMENTS OF THE AGREEMENT

Refer to section 16: Minimum Requirements of the Agreement.

- 3.1** Have any serious incidents occurred in relation to the school that compromises the health and safety of a student or students? If yes, please provide details of the incident(s). Insert more rows as necessary. Delete the table if not required. You can also attach your school's Incident register, clearly labelled as an Appendix and referenced in the box below. If no, please delete the table and write nil.

*Not applicable*

- 3.2** Has any serious criminal activity been discovered to have taken place on the Premises? If yes, please provide details of the criminal activity as per the table below. Insert more rows as necessary. Delete the table if not required. If no, please delete the table and write nil.

*Not applicable*

- 3.3** Have you, as Sponsor operated the School in accordance with the requirements set out in the Gazette Notice? If yes, please delete the table and state this. If no, please provide details as per the table below. Insert more rows as necessary. Delete the table if not required.

Item in Gazette Notice	Description of non-compliance	Additional Information/Actions
<i>Change in sponsor name</i>	n/a	
<i>Change in school name</i>	No still Te Kura Hourua O Whangarei Terenga Paraoa  Additionally we use a local name given to us at times does not replace official gazetted name that we use at all formal occasions and on all documents	'Te Kāpehu Whētū' is used to signify our whole education kaupapa not just the kura

- 3.4 Please confirm that the school has not exceeded the Maximum Roll. If yes, please provide details of this. If no, please confirm this in writing.

We have not exceeded the maximum roll or the agreed provisional roll for 2014.

- 3.5 Please confirm that the school has accepted students in accordance with clauses 7.2 to 7.4 of the Agreement? See Appendix 1: Enrolment of students at School and in Courses. If yes, please confirm this in writing. If no, please provide details.

We have accepted students in line with both clauses. The Kura reached its provisional roll number of 50 a couple of weeks into term 1 and has closed off further enrolments until later in the year.

- 3.6 Please confirm that the school hours and term dates have not reduced below the minimum levels set out in Schedule 1 of the Agreement? If yes, please provide details in the attached table. Delete the table if not required. If no, please confirm this in writing.

Item	Minimum Level	Changes (if any)	Additional Information
School hours	0900 – 1530	840 – 1515 (no reduction below minimum)	This was to fit as much early teaching time in as possible. In addition senior ākongā can also
Term 1	10 Feb – 24 April	no term date changes	n/a
Term 2	5 May – 4 July		
Term 3	21 July – 3 October		
Term 4	13 October – 12 Dec		

- 3.7** If you have had to stand-down or suspend a student, please confirm that the stand down or suspension periods have not exceeded the maximum periods, as set out in the Education Act 1989. If you have not had to stand down or suspend any students during this period, please state 'not applicable'. If yes, please confirm that the stand down/suspension periods have not exceeded the maximum period. If the maximum periods have been exceeded, please provide details.

Not applicable

- 3.8** Please confirm that that you as Sponsor, have complied with the requirements in relation to standing down, suspending, excluding or expelling any student. See *Appendix 2: Requirements in relation to standing down, suspending, excluding or expelling*. If you are compliant, please state this in writing. If you are non compliant, please provide details of any areas of non compliance, without mentioning specific names or information that may be deemed confidential.

None to date and yes we are compliant

- 3.9** Please confirm that any transport required is provided as described in Schedule 3 of the Agreement. If transport is not required to be provided, please state not applicable.

Not applicable

- 3.10 Please confirm that you as Sponsor have a person appointed as the person responsible for teaching and learning at all times?**

Yes we confirm we have Dr Nathan Matthews (Pouwhakahaere) as person responsible for teaching and learning. In his absence another senior (Pouwhakaako) teaching staff member is responsible.

- 3.11 Please confirm that, as Sponsor, the number or percentage of Teaching Positions filled by Registered Teachers and Holders of Limited Authority to Teach has not fallen below the minimum number or percentage set out in clause 2 of Schedule 4 of the Agreement?**

Confirm that Kura has not fallen below the minimum percentage:

2014 - Agreed to 5 registered and 1 non registered  
→ current status 3 (F/T) registered + 1 (P/T) registered, 1 (F/T) + 1 (P/T) provisional registered and 1 p/t non registered

- 3.12 Please confirm that, as Sponsor, the percentage of the Curriculum time taught by Registered Teachers and Holders of Limited Authority to Teach as compared with the total Curriculum time taught by any person holding a Teaching Position has not fallen below the minimum percentage set out in clause 3 Schedule 4?**

Confirm that the Kura has not fallen below the minimum percentage:

2014 – Agreed contract for 60% curriculum time taught by registered teachers + holders of limited authority  
→ Total teaching contact hours  $9 \times 55 = 495$  while the total teaching contact hours for non-registered = 38hrs  
→ 92.32% curriculum time taught by registered teachers and holders of limited

**3.13** Please confirm that you, as Sponsor have complied with all requirements in relation to Police vetting under clauses 78C to 78CD of the Act (as applied by section 158U of the Act) and reporting on police vetting under your Agreement? See *Appendix 3: Police Vetting* for further information.

All staff have been vetted in relation to Police vetting under clauses 78C to 78CD of the Act.

One staff member did have two items on his list. We are comfortable that these are historical in nature and do not involve children. We consulted with the Ministry's Governance Facilitator [REDACTED] and [REDACTED] from NZSTA who both provided guidelines. We have spoken with the staff member about the incidences and are comfortable that he poses no threat to students or staff.

s 9(2)(a) OIA

**3.14** Please confirm that you, as Sponsor have reported to the Minister in accordance with clause 18.2 of your Agreement? See *Appendix 4: Reporting to the Minister* for further information.

This is the first report due to the Minister.

**3.15** Please confirm that you, as Sponsor have reported to the Ministry in accordance with clause 18.3 of your Agreement? See *Appendix 5: Reporting to Ministry* for further information.

This is the first report due to the Minister and as we do not do year 1-8 at this point no comment required regarding national standards

- 3.16** Please confirm that you, as Sponsor have reported to parents in accordance with clause 7.8 of your Agreement? See Appendix 6: Reporting to Parents for further information. [Note, as this is your first Quarterly Report, you may not have reported to parents, families and whānau yet. If this is the case, please indicate this including the proposed date(s) for reporting to parents].

Before the end of term 1 the Pouwhakahaere met with whanau of all senior ākonga to discuss their 'Personal Learning Plan (PLP)' for the 2014 year. In the first few weeks of term 2 he will also meet with all junior ākonga and their whanau as well. The Whakapiki hui (meeting) discussed the best learning plan for the ākonga and how it would meet their academic and other curricular needs.

Later in term 3 and 4 senior ākonga whanau will receive progress reports against the PLP while junior ākonga will receive a report in term 4.

In addition, the Kura has organised a wiki for each senior that details their aspirations, PLP, mentor comments, pouako comments and soon whanau will be able to access the wiki to read and eventually comment.

- 3.17** Please confirm that you, as Sponsor have provided audited accounts to the Secretary for Education as required by clause 18.5 of this Agreement? See Appendix 8: Audited Accounts for further information. [Note as 2014 is the first year of operation of your School, this will not apply until 2015]. Please state not applicable.

Not applicable at this report

**3.18** Please confirm that you, as Sponsor have provided all of the required reports to the Minister by the dates or within the timeframes set out in clause 18.2? See *Appendix 4: Reporting to the Minister* for further information.

This is the first report
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## 4. PERFORMANCE MANAGEMENT SYSTEM

### 4.1. Objectives

Schedule 6, section 1 outlines the objectives for the School. Please comment on the progress you have made this quarter towards achieving the stated objective, the measurements used to determine the progress and the focus, if any, for the next quarter. Insert more rows as necessary in each table.

#### 4.1.1 Student Achievement

Progress Made	Measurement	Next Quarter Focus
Students achieving NCEA <ul style="list-style-type: none"> <li>- PLPs in place</li> <li>- Assessment plans in place</li> <li>- Assessments have started</li> <li>- Moderation in place</li> </ul>	NZQA reporting	<ul style="list-style-type: none"> <li>- Continue to provide assessments</li> <li>- Continue to have results moderated</li> <li>- Continue to monitor progress for each ākongā very closely</li> </ul>
Improvements in students achieving NCEA <ul style="list-style-type: none"> <li>- Too early to predict</li> </ul>	NCEA data	<ul style="list-style-type: none"> <li>- Continue to monitor progress for each ākongā very closely</li> </ul>

#### 4.1.2 Student engagement

Progress Made	Measurement	Next Quarter Focus
Unjustified absences <ul style="list-style-type: none"> <li>- a few absences early in the piece as students adjusted to a new education regime.</li> <li>- this dropped away as the term rolled on</li> </ul>	0.28 x no. students x no. of days open	Better clarity with whānau around what absences are acceptable and what is not.
Stand downs <ul style="list-style-type: none"> <li>- none</li> </ul>	Ministry info	
Suspensions <ul style="list-style-type: none"> <li>- none</li> </ul>	Ministry info	
Exclusions <ul style="list-style-type: none"> <li>- none</li> </ul>	Ministry info	
School culture <ul style="list-style-type: none"> <li>- not done yet</li> </ul>	Wellbeing @ school annual student survey	



#### 4.1.3 Financial performance

Progress Made	Measurement	Next Quarter Focus
Operating surplus - too early to predict	Ministry info 2-5%	Manage closely
Working capital ratio - too early to predict	Ministry info 2:1	Manage closely
Debt/equity ratio - not likely to exceed	Ministry info 0.5:1	Plan carefully
Operating cash - too early to predict	Ministry info +ve cashflow forecast = actual	Manage closely

#### 4.1.4 Targeting priority learners

Progress Made	Measurement	Next Quarter Focus
Enrolment of priority groups - 100% Māori	Number of Māori, Pasifika, special needs and students from low socio-economic backgrounds at 75%	Maintain above 75%

## 4.2 Student Achievement

**NOTE: This information is gathered annually at the end of each year and you are not required to report on this data quarterly.**

**But you may wish to provide some general comments on how students are progressing at your school. Any commentary should be written in general terms, without mentioning specific names or information that may be deemed confidential.**

The Sponsor will be periodically assessed against the following Performance Standards in relation to student achievement:

Measure	Metric	Performance Standard	Measurement Frequency
Students achieving National Standards or NCEA	National Standards reporting or NZQA reporting	See Annex A of this Schedule for separate Performance Standards for each Class Level (and where appropriate, course)	Annually at the end of each year
Improvement in Students achieving National Standards or NCEA	National Standards reporting (Class Levels 1 to 6)  Results from tools to be determined (Class Levels 9 10)  NCEA data	See Annex B of this Schedule for separate Performance Standards for each Class Level (and where appropriate course)	To be determined once baseline data has been collected

**4.2.1 Provide a general commentary on how students are progressing at your school. Note, the commentary should be written in general terms, without mentioning specific names or information that may be deemed confidential.**

In the 2 months we have been opened we have had to work with a less than ideal situation. Many of the new students arrived with little or no information about their previous education or achievements. We have completed baseline testing for literacy and now have a programme in place for those ākonga below par/age.

All seniors (year 11-13) have a PLP in place detailing their academic plan for the year, an example is attached. Each senior also has a mentor (non-teaching staff) who works with a small group of 4 to ensure that their programme stays relevant, they stay on task, time management, weekly planning and to sort barriers that may inadvertently arise during the year. Each student has a wiki page with their PLP, plans, and comments from pouako and mentors. This is everyone's first point of call for each ākonga.

The focus for Term 2 includes:

- Continue to provide assessments
- Continue to have results moderated
- Continue to monitor progress for each ākonga very closely

### 4.3 Student Engagement

The Sponsor will be periodically assessed against the following Performance Standards in relation to student engagement:

Measure	Metric	Performance Standard	Measurement Frequency
Unjustified absences	Measured through attendance data provided to the Ministry		Quarterly
Stand downs	Measured through information provided to the Ministry		As they occur
Suspensions	Measured through information provided to the Ministry		As they occur
Exclusions	Measured through information provided to the Ministry		As they occur
Expulsions	Measured through information provided to the Ministry		
School culture	wellbeing@school annual student survey		Annually

#### 4.3.1 Please provide comment on any unjustified absences recorded during this period and what mitigations are in place, if any, to reduce these.

**Unjustified absences:**

There were a few late starts early in the piece as students and whanau adjusted to a new education regime. This dropped away as the term rolled on and everyone settled in.

We had 2 unconfirmed unjustified absences this term, we suspect it may be data inputting error but the paper trail doesn't confirm either way.

**Mitigating processes:**

If students are late or absent we follow up immediately with whanau (9am) and find out what is happening.

We already have a process in place where senior staff discuss lateness with students and if not fully happy later with whanau

To help whanau understand their responsibility and our expectations we plan to raise this with whanau and have more clarity around what absences are acceptable and what are not.

**4.3.2 Please provide comment on any stand downs during this period and confirm that the process followed was in line with the Education Act.**

n/a

**4.3.3 Please provide comment on any suspension(s) recorded during this period and confirm that the process followed was in line with the Education Act.**

n/a

**4.3.4 Please provide comment on any exclusions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students under the age of 16 can be excluded.**

n/a

**4.3.5 Please provide comment on any expulsions that took place in this period and confirm that the process followed was in line with the Education Act. NB: only students over the age of 16 can be expelled.**

n/a

## 4.4 Financial performance

The Sponsor will be periodically assessed against the following Performance Standards in relation to financial performance:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Operating surplus	Measured through information provided to the Ministry	2%-5%	2%-5%	2%-5%	2%-5%	Quarterly
Working capital ratio	Measured through information provided to the Ministry	2:1	2:1	2:1	2:1	Quarterly
Debt/equity ratio	Measured through information provided to the Ministry	0.5:1	0.5:1	0.5:1	0.5:1	Quarterly
Operating cash	Measured through information provided to the Ministry	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Positive cash flow forecast = actual	Quarterly
Enrolment variance	Measured through information provided to the Ministry					Quarterly

*NB: Please enter your enrolment variance figures from your Agreement.*

**4.4.1 Please complete all parts of the attached financial spreadsheet and answer all questions. Please use the space below if you wish to clarify or provide commentary on particular financial aspects.**

Attached Appendix 4

## 4.5 Targeting Priority Learners

The Sponsor will be periodically assessed against the following Performance Standards in relation to targeting priority learners:

Measure	Metric	Performance Standard				Measurement Frequency
		2014	2015	2016	2017	
Enrolment of priority groups	Number of Students who are Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds	75%	75%	75%	To determine at a later date	Quarterly

4.5.1 Please provide details on the percentage of priority learners enrolled at your school including figures for each priority learner group.

We have a roll that is currently 100% Māori

4.5.2 Please provide details regarding the geographical locations where you are drawing your students from.

Of our 50 students the majority of live in Whangarei city. We also have students travelling in from Whangarei district daily. We have students travelling down from Far North District, Kaipara District and Auckland but boarding during the week in Whangarei.

Whangarei City = 34  
 Whangarei District = 5  
 Far North District = 9  
 Kaipara District = 1  
 Auckland = 1

## 5. CELEBRATING YOUR SUCCESS

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### 5.1 Property

5.1.1 Please provide information on your School property development (e.g. site development changes to lease arrangements and/or any other issues you wish to raise)

**Leases:**

We have 3 year leases on four properties on Lower Dent St, Whangarei.

- 185 – is the Kura’s main learning hub
- 187 – contains the offices, project spaces, kitchen and dining areas
- 164 – contains the Kura’s gym and workout space
- 168 – contains the kura’s performance space and larger workout space

**Development:**

Development has taken place primarily in 185 as the main learning hub. The facility has been refurbished to create a much better learning environment with a large open area for instruction, personal workstations and 4 breakout rooms attached.

A door has been put in to link 185 and 187 providing an expanded inside facility, providing a large learning space dedicated to seniors, 3 more breakout rooms and a kitchen and large dining area.

All development was managed by our project manager, contracted through an architect firm (well known to the Ministry) using good quality sub-contractors. The work went through full council consents and all work has certificates of compliance

### 5.2 Whānau and Community Engagement policies

5.2.1 As per your parents, family, whānau, iwi and community engagement plans, approved by the Minister of Education, please detail the progress against the plan. Please attach a copy of your whānau and community engagement plan, clearly labelled as an Appendix and referenced in the box below.

Appendix 3 – Whanau and Community Engagement Plan attached

**TERM 1 - 2014**

ITEM	DESCRIPTION	PROGRESS
Gathering information from the whanau, Iwi and wider community	1. How well do we gather information about the needs of whanau, iwi and community	<p>1.1 At each of the whanau hui held (7) information from whanau was collected</p> <p>1.2 At each hui held with Iwi and community notes were taken and where necessary correspondence exchanged</p>
	2. How effectively does the school consult whanau	<p>2.1 Each whanau has been involved with the full enrolment of their child. Describing their own expectations and dreams for their child</p> <p>2.2 A PLP was then completed with the student and teachers. This was presented to whanau for discussion and finally approval.</p> <p>2.3 When a student's behaviour is of concern we contact the whanau immediately to reiterate our partnership in the kura and seek guidance and support</p> <p>2.4 We let whanau know about their child's growth and development as often as possible. This is reiterated in the Whakapiki hui and will be provided on their personal secure wiki</p>
Using information in making decisions	3. How effectively does the kura use the information gathered	3.1 The kura used the information gathered from whanau to determine PLPs and to tailor the learning environment



	4. How well does the kura handle complaints	<p>4.1 The kura has a detailed complaints process in place a copy of which is at reception on the wall.</p> <p>4.2 Complaints are handled quickly and professionally (see Appendix 3)</p>
Forming partnerships with parents and students to share information about learning, progress and the school	5. How well does the kura communicate key information such as its vision, curriculum, key dates	<p>5.1 The kura held 7 whanau hui and numerous one on one hui with whanau where key information was giving.</p> <p>5.2 The Kura produced a prospectus and a detailed handbook for whanau, outlining all the key information</p> <p>5.3 Bi-weekly the kura sends out a panui covering recent achievements, activities, important information and key dates</p>
	6. How effect does the kura report to whanau	6.1 As this is the first term we haven't had a reporting process against a PLP yet. However, the whanau approved the PLP and this will be used as the basis for reporting later in the year
	7. How effective does the school report to whanau	7.1 Its first term no formal reporting yet
	8. How well informed are whanau	8.1 As well as can be at this point in the journey. They know what we know about their child right now
	9. To what extent are whanau satisfied with the information	9.1 No concerns have been raised at this point. A process will be utilised later in year to formally gauge 'satisfaction'
Engaging parents and whanau	10.How well does the kura engage its community in the wider life of the school	10.1 As an indication the opening of the kura on Sat 15 <sup>th</sup> Feb at 5am was attended by a range of people from community

Engaging the Māori community	11. How well does the kura engage its Māori community	11.1 As a Māori kura we are the Māori community at large. Again the opening had a wide range of whanau, hapu and Iwi (Local and national) present who have been supportive or involved in the kura or the policy for some time. This was witnessed by a number of people from the Ministry
	12. How well does the kura consult and inform the schools Māori community about policies, plans and targets	12.1 We have met with and presented to Iwi and have formal support from Ngapuhi Runanga and Ngati Whatua Trust Board and informal support from Ngati Wai Trust Board and many whanau.
Relationships with the wider community	13. How well does the kura link with and use the community resource people and agencies to support students	<p>13.1 The kura team has been in discussions with the Whangarei District Council for some time over its development. Resources and support have been availed us</p> <p>13.2 The kura team has been working with the Hihiaua Trust for 3 years looking at joint development of the Hihiaua block adjacent to the current kura site</p> <p>13.3 The kura team has worked with the local polytechnic NorthTec and Te Wananga O Aotearoa for over a year looking at ways of working together to improve student access to a wider range of programmes. This has resulted in several major programmes being developed and access for many of our students to their resources</p>

		<p>13.4 The kura team are working with Octane Health to provide medical and support services for our students</p> <p>13.5 The Kura is working with schools to gain 'other' collegial support eg: to help with moderation of assessments and has gained support from a local high school to include our students in their sports teams. In addition we were invited and attended the Tai Tokerau Secondary Schools Kapahaka Festival in April.</p>
	14. How well has the kura built purposeful relationships with contributing schools	14.1 Where time allowed and we had connections with the principal or staff we hosted them and explained our kaupapa
	15. How well does the kura build purposeful relationships with the schools and educational institutions receiving their students	15.1 We have worked hard in this area to build sound relationships with NorthTec and Te Wananga O Aotearoa as likely candidates for many of our students. We have also established relationships with Otago University and AUT.
	16. How effective does the kura build and maintain relationships	16.1 Only time will tell as its early days at the moment but from our experience with our Mokopuna ECE centres and the Leadership Academy we would suggest it will be very effective.

5.2.2 Provide a list of the partnerships with other educational or community groups the school is involved with.

Partnering Organisation	Description of the Partnership	Level of involvement; # students and/or staff involved; approx hours per month, resources involved etc.
<b><i>Educational Organisations</i></b>		
NorthTec	By contract provide L2-L4 pre-trade/tertiary/units	7 students at this point doing 2-3 days each. No resources but awe pay to have them attend
Te Wananga O Aotearoa	By contract provide Art classes for all year 9/10 and NCEA L2 Art students	24 juniors one full morning a week, 4 seniors one full afternoon a week and one teaching resource
Te Kura (Correspondence School)	Students are enrolled at Te Kura to do specialist subjects that aren't covered by our teaching staff	8 – L2 maths    1 – L2 Acc 4 – L1 PED    1 – L1 Music 1 – L3 PED    1 – L2 Physics 1 – L2 PED
<b><i>Community Organisations and Groups</i></b>		
Whakairo	Students are trained to become exponents of whakairo	1 at the moment, 3 more possible next term
Octane youth Health	A medical clinic for youth	Whanau have enrolled for GP services. We may engage specialist counselling and support services on a needs to basis
Far North Crossfit	By contract provide 2x1hr sessions to all students needing fitness training	30-50
Whangarei District Council	Ongoing relationship for mutual support	As required
Hihiaua Trust	Ongoing mutual relationship looking at the development of Hihiaua block as a Māori culture and education site	As required

### 5.3 Media

- 5.3.1 Please highlight any interaction that you have had with the media that you wish to share (e.g. print, radio, television, online).

There have been 3 types of media coverage:

2. Considerable local news coverage interested in the Kura and its kaupapa (Northern Advocate, The Report, MTV, RNZ, Iwi Radio, Radio Waatea)
3. Local/National news coverage regarding our selection (Northern Advocate, MTV, TV1, RNZ)
4. Local/National news coverage regarding the PPTA threats (Northern Advocate, TV3, TV1, RNZ)

### 5.4 Complaints

- 5.4.1 Describe any official complaints (written) received by Sponsor. This summary should describe each complaint in general terms, without mentioning specific names or information that may be deemed confidential, and should describe how each complaint has been resolved. If none were received, please note that.

We have received 1 written complaint from Whangarei District Council as a result of complaints from local businesses. The complaint was inaccurate and an overreaction by a couple of businesses to having Māori students in their area.

Appendix 3 – the letter and our response is attached

## 6. RISKS AND POTENTIAL ISSUES

6.1 Please detail any risks or potential issues in the table below. *Delete excess rows or insert more rows if required.*

Risk Type E.g. HR, Property, Financial.	Date Raised Please provide the date the risk was identified	Risk Description Please describe the risk or issue	Mitigations Please describe the actions you have taken to mitigate the risk.
Local back lash	Ongoing	<ol style="list-style-type: none"> <li>1. After the PPTA attack on us we had many people criticising the policy and our kura both in the media and online.</li> <li>2. Some local businesses in the Lower Dent area are not used to sharing the space with Māori. This is causing some negative reaction from a couple of businesses</li> </ol>	<ol style="list-style-type: none"> <li>1. We have responded in the media to criticism from PPTA or other high profile lobby groups as a means of negating their views and presenting our own kaupapa</li> <li>2. We continue to reach out to local businesses as they come to our notice as a means of creating dialogue</li> <li>3. We are planning to hold a get together with local businesses to bring them into our space to hear about us and hear their concerns</li> <li>4. We have written to the council to put our view and continue to build a relationship with key individuals</li> </ol>
Quality teaching programme not in place	Term 1	<ol style="list-style-type: none"> <li>1. We are still short a maths teacher that can teach across the entire subject range.</li> <li>2. We haven't embedded a comprehensive Hauora programme for all age groups or skill level.</li> </ol>	<ol style="list-style-type: none"> <li>1. We have 2 teachers and the correspondence school covering the maths range at this point in time</li> <li>2. As with maths we are not in a position to employ a full time person to oversee this area. We are working across staff to provide health and fitness at this point.</li> </ol>

IT not meeting short-medium term need	Term 1	The complexity of IT and its exponential development is causing us some concern as we try and work out what to invest in for the medium term.	<p>To help us build our understanding around IT we:</p> <ol style="list-style-type: none"> <li>1. Visited a number of schools who are considered lead in this area to build our knowledge and expertise</li> <li>2. Connected with others in the field who are considered knowledgeable</li> <li>3. Undertook our own review of our status, worked through a plan for the short- medium term and decided on a way forward</li> <li>4. Undertook a tendering process to gauge skills, knowledge and capability of IT contracting groups</li> <li>5. Engaged New Era an experienced education supplier to support out IT rollout</li> <li>6. Engaged a part time IT technician to support us in the short term</li> <li>7. We have opted for a simple PC model for students, with no BYOD at this stage until we can appreciate the full capabilities of hardware, software and staff needed for our kura.</li> </ol>
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6.2 What support do you need to mitigate these risks or potential issues? *Please be specific about any actions or course of actions you may require.*

Access to a specialist IT to assist in development of an education wide strategy or knowledge would be helpful.