



**Education Review Office**  
Te Tari Arotake Mātauranga

## **New Schools Readiness to Open Report**

### **Te Rangihakahaka**

**Location: Rotorua**

**MoE Profile Number: 831**

**Confirmed report**

**April 2018**

## **Background**

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to help determine the readiness of Te Rangihakahaka Centre of Science and Technology to operate effectively in 2018.

Te Rangihakahaka is one of two Partnership Schools | Kura Hourua (PSKH) established in New Zealand during the fourth round of this initiative.

Partnership schools have been given flexibility about how they operate and use funding to deliver school-specific targets. Clearly specified targets for student achievement, student engagement, enrolment of priority learners and financial reporting are specified in each PSKH's contract with the crown.

## **Terms of reference**

The MOE asked ERO to:

- focus on the systems and procedures necessary for Te Rangihakahaka
- identify what is in place and its suitability, what is planned, any gaps and whether the plan is achievable
- identify (as near as possible) priority areas to be addressed
- recognise that many procedures and systems will be in the process of being developed and look for evidence that the school is aware of the need and has a planned timeframe to develop them
- seek evidence that the national priorities and all applicable guidelines provided by the Ministry, have been considered.

## **Methodology**

ERO met with the sponsor, Pou Mātangirua (Tumuaki) and governance facilitator over time to determine the school's readiness to open. The process to evaluate the readiness of this school has been tailored to the particular circumstances and progress of the school.

Interim progress was reported to MoE in December 2017.

Meetings in 2017 have focused on the implementation plan in preparation for the school's operations to verify that timely and appropriate steps have been taken for opening in 2018. The matters detailed in the appendix to this report, the readiness profile, have been discussed with the Pou Mātangirua, the governance facilitator, the project manager and sponsors, Te Rangihakahaka Company Limited (TRCL).

## Findings

Te Rangihakahaka is a Ngāti Whakaue initiative. The school provides education for students in Years 1 to 10 and is designed to provide an additional pathway for Ngāti Whakaue, Te Arawa descendants in Rotorua. The school opened in January 2018 with a roll of 60 students in Years 1 to 10.

The governance facilitator has worked closely with the sponsor, TRCL to set up an appropriate governance structure aligned to its expectations. He has provided ongoing guidance and support for the TRCL and Pou Mātangirua related to governance and management as needed. The TRCL and Pou Mātangirua would benefit from continued support from the governance facilitator during the first year of operation to implement and embed processes.

TRCL held teacher interviews at the end of 2017, which led to the appointment of staff. Since that time, there has been work done to plan and design a curriculum based on the school's vision. A collaborative approach to planning and teaching has helped staff to understand the curriculum and expectations for delivery. They are working towards making educational connections within and across compulsory and project-based learning. This process is likely to strengthen as staff become more familiar with students' strengths and interests in relation to the school's curriculum design.

Most students enrolled have Ngāti Whakaue whakapapa, have come from local primary, intermediate mainstream schools, and Māori medium education. Staff have participated in wānanga since November 2017 to build their capability in curriculum design and programme planning. They discussed and agreed to their placement with year groups based on their skills, strengths and experience. The focus since opening has been to settle and grow into their new premises alongside their first intake of students.

The Pou Mātangirua and staff have access to high levels of expertise in assessment and curriculum knowledge. They have met with experts in pūtaiao, whānau ora, mātanga reo, and assessment to strengthen their understanding about their curriculum model: science, technology, engineering, arts and mathematics (STEAM). Professional learning programmes (PLD) help staff to develop purposeful assessment practices, access and use science modules, understand the environmental and technology groups that support the curriculum based on kaupapa Māori. Staff are well supported as they strive to develop a curriculum programme for Years 1 to 10 that includes future learning and employment pathways for Years 9 + 10.

Staff use assessment information gathered during the enrolment phase, as well as the first few weeks of 2018, to group students for instruction in te reo Māori, English and mathematics according to their current learning levels. Teachers use a computer programme to monitor students' learning activities and progress. The student management system has been in place since the centre opening. Student data gathered in March 2018 for literacy and numeracy provides staff with information to plan a responsive learning programme. A strategic plan specific to te reo Māori o Ngāti Whakaue has been developed. Research and statistical information has been gathered to identify strategies to develop and strengthen students' language skills.

Staff actively engage whānau in their children's learning journey. They have met with whānau during the first term of operations to help them understand the school's curriculum which is based on children's literacy and numeracy knowledge, strengths and passions. Forward planning includes keeping whānau informed about their child's progress through a combination of face-to-face meetings, written reports and parent access to the centre's intranet.

The new site was previously used for tertiary education is in an industrial area. A strategic approach for developing the physical indoor and outdoor areas is in place. The centre has created learning spaces on the lower level, with some access to the upper level, specifically for Years 7 to 9. The outdoor area enables students to be creative with available resources. Staff are working towards the design and landscaping of the premises to provide appropriate, flexible learning spaces for the educational programme offered to students. Although students have access to a variety of devices on site, staff are considering other options for students and whānau to use at home.

### **Conclusion**

Preparatory work to ensure the opening of Te Rangihakahaka in January 2018 has been well managed by the sponsor, the governance facilitator, the professional leader and the leadership team. The school is developing a learning programme and is well placed to cater for the needs of its foundation students.

## Appendix one: Readiness Profile Te Rangihakahaka

Matters to address	Progress	Comment
The vision and direction for the school is developed and reflected in all documentation for the school.	✓	Strength
Planning and practices show responsiveness to the needs of Māori students, Pasifika students and students with special education needs/additional learning needs.	✓	Focus is on Māori students. Additional learning needs have been identified. Responsive programmes.
Processes for planning and reporting, and self-review are being developed.	✓	Aware of requirements
Processes to ensure students settle effectively into the new school have been developed and are being implemented.	✓	Ongoing developments to strengthen induction process
Systems for assessing, analysing and reporting on student achievement are being developed.	✓	Developing
A set of key policies and procedures is in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed.	✓	Developing
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff.	✓	Developing
Since opening a school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning	✓	Ongoing development
The school is staffed appropriately to provide the desired programme and staff induction is planned.	✓	Ongoing development
Performance management systems for staff are being developed.	✓	Developing in consultation with an external provider from the local community
Effective systems are in place to monitor student engagement, including a student management system.	✓	Developing. A senior staff member with knowledge and experience is helping school wide development
An enrolment scheme and enrolment procedures are in place.	✓	Ongoing monitoring and refinement
Policies and procedures for managing school finances and a draft budget are in place.	Developing	Procedures in draft yet to be implemented.
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ITC.	✓	Ongoing development
There is a plan for the operation and maintenance of the school premises.	✓	Developing

There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	✓	
A disputes procedure has been developed	To be developed	