



Stage 1 Submission - August, 2024

## TIPENE - KURA HOURUA I CHARTER SCHOOL

### BACKGROUND - Why Māori boys?

1. The challenges faced by Māori within the education system are well documented. Overall, they experience higher underperformance, disengagement, and lower achievement rates across multiple indices. The outcomes of varied strategies have at best been mixed with significant challenges remaining.
2. A more nuanced review of the data, reveals that the burden of educational under-achievement disproportionately falls on Māori boys (in particular) and that many of the current challenges are largely gender specific. Despite this data, and what is commonly known, few effective strategies have focused on the particular needs of Māori boys. As a consequence, the current challenges are unlikely to improve and will potentially become far more acute. The long-term implications for Māori males are therefore as predictable, as they are concerning.
3. The work currently underway to open TIPENE (formerly St Stephens School) will model innovative approaches to the education of Māori boys. An approach which utilizes well-established cultural frames and pedagogies, which promotes success which is uniquely designed to inspire Māori boys. A positive kaingarua<sup>1</sup> environment adding special value to the broader educational aspirations of TIPENE. An active collaboration between the St Stephen's Old Boys Association (SSOBA) and the St Stephen's Queen Victoria Schools' Trust Board (SSQVSTB) has provided both the catalyst and impetus for this goal to be now realised.

---

<sup>1</sup> Kaingarua - a second home



## **PURPOSE**

TIPENE addresses the unique needs of Māori and Pacific boys through a dedicated approach to holistic education. We recognise the importance of cultural identity and social outcomes in the lives of our taura<sup>2</sup>. Our educational delivery combines academic excellence, vocational training and a kaingarua, all within a nurturing environment that fosters personal development. By integrating Māori culture into the curriculum, TIPENE not only celebrates Aotearoa's rich heritage but equally equips students with the skills and values necessary for a successful future. Our commitment to educational empowerment positions TIPENE as a beacon of opportunity within Aotearoa.

## **MISSION**

TIPENE will provide a unique experience tailored to expose, enthuse and engage boys in learning. To achieve this, daily rigour and perseverance will be a part of life at TIPENE. TIPENE will insist on excellence for every individual with personalised programmes to allow taura to be aspirational for themselves and their communities.

Tikanga Māori will guide our daily endeavours where we encourage the exploration of Te Ao Māori and our wider world. Opening young minds to a world of opportunity and vision, TIPENE education extends beyond the classroom to ensure the academic, social, ethical, cultural, spiritual, physical and emotional needs of taura prepares them to navigate the modern world and be future ready.

As tangata whenua and people of an ever-expanding society, TIPENE encourages inclusion and diversity expressed through virtues of aroha & manaakitanga.

***'TITIRO MATATAU KI TE RANGI - Look steadfast to the skies'***

***TIPENE Special Character***

---

<sup>2</sup> Taura - student, learner



## TIPENE TAUIRA ACHIEVEMENT & ENGAGEMENT

- TIPENE focuses on high student engagement and achievement in academic and vocational pathways, aiming to normalize and celebrate success daily. TIPENE emphasises individualised learning plans and a "boy-centric" learning approach, with a focus on tailored programmes for diverse learners and regular connections between taura, kaiako, and whānau. Additionally, TIPENE offers mobile and flexible learning programmes to ensure continuity in education, as well as small class sizes and collaborative teaching to optimize student-teacher ratios.

### TIPENE ACHIEVEMENT & ENGAGEMENT

- Communication with whānau and taura will allow us to prepare a learning programme specific to their aspirations and needs. Ongoing assessment and reporting of this data will inform our practice.
- Above everything else is our (kaiako & kaitautoko) commitment to the success and well-being of every taura under our care. At TIPENE, the focus is on nurturing the potential of both taura and kaiako while promoting cultural pride and Māori knowledge (Matauranga Māori) as a central strategy to ensure achievement for all.
- The inclusion of specialist educators dedicated to literacy and numeracy skill development demonstrates our understanding of the realities faced by our students.
- Regular intermittent testing will be conducted to monitor the progress of each student. Our collaborative teaching program aims to provide tailored support for TIPENE students by kaiako equipped to aid their progress.
- Celebrating and praising taura, especially from their peers, plays a significant role in supporting their learning. Fostering success within a cultural framework becomes a positive form of peer influence - 'He toa takitini: the success of a collective'.
- The success model at TIPENE is defined by academic outcomes, engagement in learning, strong personal habits, cultural connectedness, and a genuine pride in being part of TIPENE.



## TIPENE TAUIRA ATTENDANCE

TIPENE is open to all peoples of Aotearoa and the Pacific, with a particular focus on a Māori & Pacific Boys' education model. TIPENE will deliver a tailored education model using experiential learning and diverse curriculum delivery to ensure all students are future-ready, culturally adept, and positive contributors to wider society inclusive of whānau, hapu<sup>3</sup>, and iwi<sup>4</sup>.

- Taura attendance will be 100% achieved by the fact that all taura are full-time residents.
- Our expectation is that 100% attendance is achieved by ensuring whānau and taura are committed to this goal.
- Our TIPENE commitment is to ensure that our programme is engaging, relevant, and successful for all. Utilising the catalysts of sport, tikanga and a culture of collective commitment are the TIPENE tools to ensure connection remains.
- Attendance is a measure of engagement and success across all areas, with the two working in tandem. Creating an environment of care equally provides a place where taura know, and feel valued and important.
- Higher than just attendance will be the sign of happy, engaged taura eager to be in the TIPENE environment showing enthusiasm and a desire to keep growing and improving.
- The ability to use public displays of attendance and reward those students who met the expectation of 100% attendance is a positive influencer.
- Celebrating and messaging around the value we place on attendance as a core value promotes a culture of 'kanohi kitea' (being present).

## TIPENE TAUIRA POPULATION, DEMOGRAPHICS & DEMAND

[TIPENE 2025 Applications](#) total 67 as of 30/07/2024.

Current applications exceed available spaces (40) for 2025 demonstrating demand from both potential taura and whānau for the TIPENE model.

Applications for 2025 close on September 19, 2024 and we anticipate an increase in numbers will continue to occur.

---

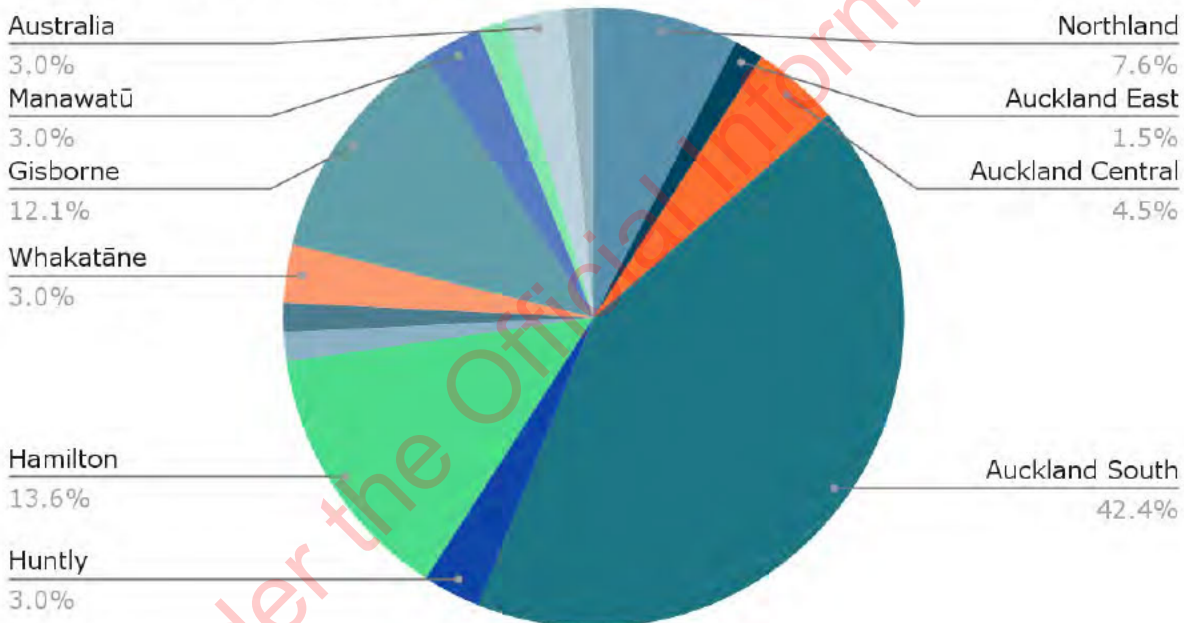
<sup>3</sup> Hapu - subtribe affiliation

<sup>4</sup> Iwi - tribal affiliation



- Taura numbers per year are based on the staged building plan
- 2025: 30-40 (Y9-10), 2026: 70-80 (Y9-11), 2027: 110-130 (Y9-12), 2028: 140-150 (Y9-13). Working towards 300 over consecutive years.
- Taura for 2025 currently reside across Aotearoa as indicated by the below pie chart.

### TAUIRA DEMOGRAPHICS



### TIPENE FINANCIAL SUSTAINABILITY

TIPENE understands the need to create a financial system to facilitate and enhance economic processes, manage risks, and absorb shocks. [Budget Forecast 2025-2028](#)



## TIPENE PERSONNEL

People are our greatest resource. To ensure we achieve strong outcomes for each taura, we are proud and grateful to each individual for their commitment. Our people are the critical component of the TIPENE model that ensures the kaupapa is lived and expressed. We have been clear in the recruitment of kaiako & kaitautoko that they are committed to the kaupapa of delivering excellence for Māori & Pacifica boys first and foremost. We are excited that all personnel bring experience, expertise, and a passion to be change agents for this special cohort.

### **Governance & Operations**

Diagrams and links are included to provide an overview of how the varied TIPENE Governance and Operation components intersect and complement each other.

*Governance:* [St Stephens & Queen Victoria Schools Trust Board \(SSQVSTB\)](#) plays a key role as owners of the land & buildings that TIPENE lease. The Board is invested in ensuring they deliver educational outcomes as part of their Trust Deed. With significant leadership experience, the SSQVSTB has been critical in the establishment of the new TIPENE.

*Governance:* [Te Tuara Trust](#) performs a critical dual role of TIPENE Sponsor, and governance Rōpu of TIPENE. The members of the Trust are a strong reflection of key stakeholders who have significant experience in education, politics, property development, and cultural leadership to guide TIPENE. [Purposes & Responsibilities and Deed of Trust](#)

*Operations:* [Senior Leadership Team \(SLT\)](#) is responsible for the execution of the operational plans, overall management, and delivery of the kaupapa. Experience and diversity in the skill set enable a flat leadership model to enhance, challenge, and advance TIPENE as a successful model of delivery.

*Operations:* [Kaiako & Kaitautoko](#) perform significant roles in ensuring the administrative and property management of TIPENE reflects our pride in who we are and what we represent.

### **KURA DOCUMENTATION LINKS:**

[TIPENE Kura Procedures](#) and [TIPENE Kura Policies](#)



## TIPENE KAIAKO & KAITAUTOKO RECRUITMENT & RETENTION

Recruitment of talent has been led by an interview process focussed on sharing and discussing the philosophies, pedagogies, and principles of the TIPENE delivery model. [Kaiako & Kaitautoko Wānanga](#) are conducted to ensure readiness and alignment to the TIPENE kaupapa with a passion for Māori education. These Wānanga are designed to build camaraderie, enhance clarity, and ensure connection to people and places.

To retain our talented personnel, the SSQVSTB has been able to provide quality on-site accommodation with associated benefits. Additionally, TIPENE has ensured that each kaiako & kaitautoko has an allocated professional development budget linked to their Professional Growth Cycle. Additionally, TIPENE provides quality resources including small class sizes and an environment that celebrates the strengths and cultural capacity each individual brings.

## TIPENE SITE HISTORY

St Stephens' School began in Te Araroa (East Cape) in 1844 under the leadership of Rev. George Kissling. The school was then relocated to Kohimarama (Auckland) in 1886 and then in 1888 to Parnell (Auckland).

In 1931 it was permanently positioned in the Bombay Hills (Puketutu) with multiple iterations as detailed below:

1. The Day School (Te Araroa, East Cape)
2. Native Girls School (Kohimarama)
3. NZ Female Aborigines Washing Establishment (Sarawia Street, Auckland)
4. Aboriginal Female Establishment (1850's)
5. St Stephen's Native Boys School (1860's)
6. St Stephen's School (Secondary Boys School)
7. Hato Tipene (Translation only)
8. Te Kura o Tipene (not officially, but verbally reflected the growth of te reo Māori in NZ in the late 1900's)
9. Te Pā o TIPENE - 2025

## TIPENE CONTEXT & ENVIRONMENT

- TIPENE is situated on 155 hectares of land in the Counties-Manukau region. With an increasing population, TIPENE is surrounded by numerous primary and intermediate schools and is the only Boys secondary boarding school in the region.
- TIPENE has established a lease agreement with the St Stephens & Queen Victoria Schools' Trust Board for buildings and land to deliver the TIPENE education model effectively.
- TIPENE Alumni have provided high levels of support and engagement. TIPENE is fortunate to have impressive Alumni who bring a broad skill set and they have willingly offered their skills to ensure the new TIPENE taira have quality experiences.



Diagram 1: **TIPENE Overall Site: Land & Buildings** (including kaiako houses & kaingaraua)



### **Physical and Cultural Assets**

- The TIPENE facilities reflect a significant refurbishment of the historic buildings originally built in 1931. Retaining the original buildings enables a connection to the past with the refurbishment inside reflecting the open-plan educational delivery of the future.
- TIPENE facilities are being completed in a staged approach where the overall vision is the creation of quality learning, cultural, recreational, sporting, and adventure spaces for TIPENE taura to thrive.
- TIPENE Sprung structure is the only new build on site creating a central hub that houses the gymnasium, weights room, basketball courts, change rooms, wharekai including a hospitality teaching space and an indoor pool.
- External spaces include a large open turf area outside the sprung structure for sport & recreation, 2 grass fields - 1 with lights, and 1 artificial turf field with lights.
- On the wider farm area, we have access to learning opportunities with a QEII forest, agricultural, horticultural, and poultry spaces with plans to add a genuine cross-country trail and mountain bike track.
- TIPENE Technology includes fibre and access to loan equipment to complement the taura BYOD. A mobile Technology unit is accessible for onsite delivery supplied by The Cause Collective (external provider). TIPENE is cognisant of Technology as a significant tool for future-ready taura.
- TIPENE Art includes a purpose-built space that will accommodate Visual Art, Digital, and Photography programmes. A photography dark room enables learning not only in paint but in creating a visual learning journal for each taura to enhance their personal TIP website. TIP (Taura Personalised Plan) websites are created by each student as a portal which displays their learning & achievement. Additionally, the opportunity to share their personal story and articulate their brand is achieved through this means.



Diagram 2: **TIPENE Kura buildings** (open plan spaces with breakout rooms & ablutions on two levels plus Science labs. On the left side is for Years 9-10, the right side for Years 11-12, above Te Poho for Year 13, shared spaces are the end low buildings for Art, Photography, Digital Technology & Hard Technology)



Diagram 3: **TIPENE Fields** (1 x grass field with lights, 1 x artificial turf with lights and track, 1 grass field)



Diagram 4: **TIPENE sprung structure from the kura side** (includes Gymnasium, Weights Room on the far right half and then then the Wharekai & Pool on the left half of the structure)

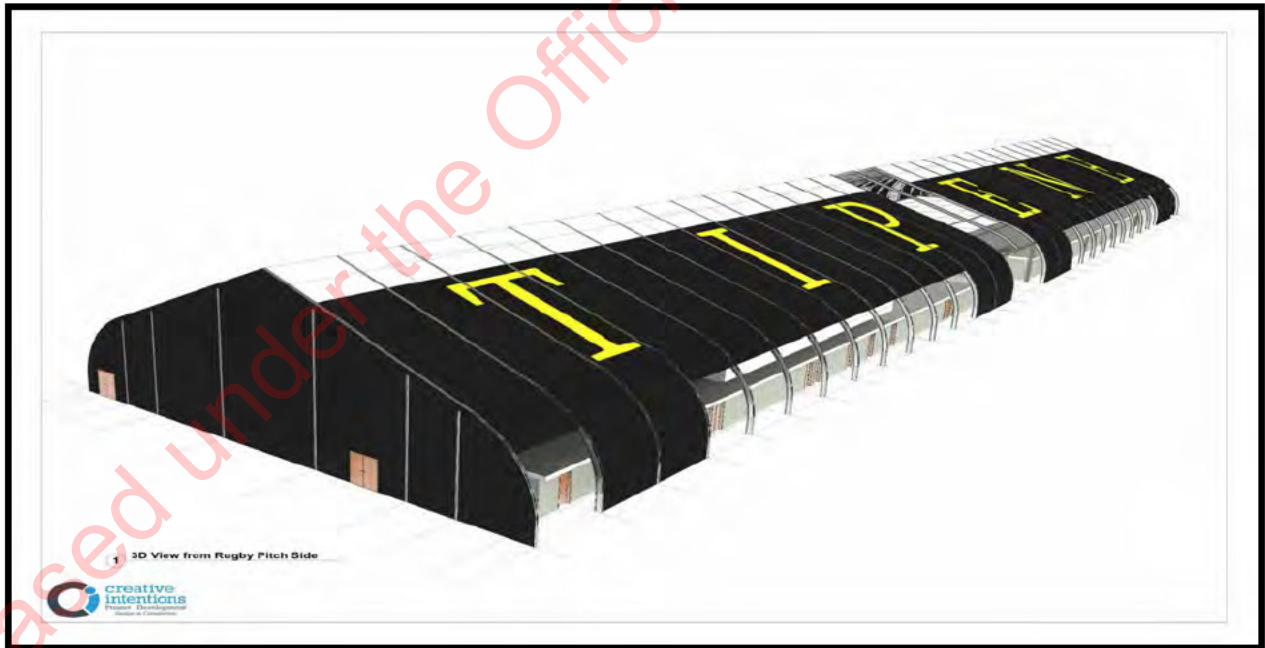


Diagram 5: **TIPENE sprung structure from field side** (showing changerooms exiting to the field)





### **Cultural approaches**

- Tikanga and kawa underpin TIPENE daily operations and practices.
- Mana enhancing behaviours are a critical component at TIPENE ensuring actions demonstrate integrity in all that we do to ensure the environment is nurturing and inclusive.
- Te Reo Māori is compulsory for all taura, kaiako & kaitautoko to ensure the use of Te Reo is second nature at TIPENE.
- Te Poho o TIPENE is the central hub providing a special carved space that accents the cultural aspirations of our kaupapa. [Te Poho History](#)
- The infusion of kaupapa Māori (tu taua, waka hourua, wānanga reo) along with the engagement of local iwi and māori experts in kaupapa māori, taiao, waiata, Te Reo linguists all add significant value to the quality outcomes that can be achieved for each individual.
- TIPENE will be guided by kawa and tikanga applicable to kaupapa Māori and rangatahi
- Recognition and inclusion of Mana Whenua will be ensured in formal events as well as our curriculum.



**Diagram 8: TIPENE Te Poho** (in the centre of Te Poho is the carved house along with administration, meeting rooms, our TIPENE Museum, kitchenette & ablutions with classrooms upstairs for Years 13)



### **Communication & Connections**

- Taura & Whānau enquiries are ongoing with demand outweighing availability for places in 2025. An Orientation Camp will take place to allow taura and whānau to assess suitability.
- Regular communication via Panui (1,015 subscribers) and Social media (1,327 members) have enabled TIPENE engagement with a broad audience across Aotearoa.
- Connections with local providers in the areas of digital technology, library, medical and dental services, agriculture, horticulture, sport and recreation, education outside the classroom and cultural elements enable the TIPENE curriculum delivery to be diverse and rich. Equally important, these connections ensure TIPENE taura are engaged in the local community which is an important part of their social interaction and learnings.
- Engagement with Ngati Tamaoho as mana whenua have been formed which has deepened the connections in terms of both tikanga and partnerships.

### **LOCAL COMMUNITY & STAKEHOLDER ENGAGEMENT**

- Engagement with local Iwi and Māori leadership has been very positive with a genuine commitment from TIPENE to understand Ngati Tamaoho's educational plans and aspirations ensuring connections and alignment in TIPENE delivery.
- The local community has been positive in their support of TIPENE, expressing a real enthusiasm that the site is going to be alive once again with many offering support to assist with property maintenance and the like.
- Contracts for property development have been delivered by local businesses which has added connection to the community that TIPENE resides in. Retention of key iconic buildings at TIPENE provides an important connection to the past with each building being improved and repurposed to ensure the TIPENE model delivery is excellent.
- Multiple groups (agricultural, horticultural, sporting, recreational) have been in contact to establish networks and mutually beneficial initiatives advancing learning opportunities for taura.



## **POTENTIAL LONG-TERM IMPACT ON EDUCATIONAL OUTCOMES AND THE WIDER COMMUNITY**

- The proportion of people identifying with Māori ethnicity is predicted to grow considerably between 2024-2044. In particular, the areas of tamariki and rangatahi will be the biggest growth areas showing a faster projected growth in Māori population compared to that of other populations in Aotearoa. Therefore more than ever there is a need for education models to demonstrate success with this cohort.
- Built into our wider TIPENE curriculum will be a direct and deliberate connection to our taura communities.
- Teaching a strong sense of reciprocity along with the skills and capabilities of leadership.
- TIPENE expects that graduates will understand their responsibilities and cultural commitment to whanau and hapu. TIPENE alumni will become agents for change within their whānau and communities.
- At a local level, TIPENE have established networks, and make a commitment to supporting local kura and schools conscious of collective engagement leading to a greater good.

## **ANTICIPATED CHANGES OR TRENDS IN THE LOCAL EDUCATION LANDSCAPE**

- TIPENE must continue to be relevant to meet the changing trends of the educational landscape.
- Our effectiveness to accommodate students from kura kaupapa and kohanga reo to continue the aspirations of their whanau in the revitalisation of te reo Māori is key in our provision.
- Future Ready is a critical outcome for TIPENE to ensure that our graduates have the necessary skill set to engage in varied sectors for employment whilst at kura and beyond.
- TIPENE will ensure we prepare taura to make a difference in the areas of health, justice, technology, science, environment, indigenous knowledge, engineering and mathematics as areas which have significant influence on Māori outcomes.



- The population of New Zealand grew from 4.82 million people in 2020 and is expected to grow to 5.61 million in 2050, and 6.00 million in 2100. The largest city experiencing this growth is Auckland with 1.5 million inhabitants.
- South Auckland as an area is experiencing a significant rise in population with increased schooling options being critical.
- [Māori as an ethnic group](#) made up nearly a quarter (23.3%) of the overall population. Of that Māori made up 13.8% of the Auckland population (*Stats NZ, Census 2023*).

**TIPENE GRADUATES**

- TIPENE graduates are expected to move out into the world with confidence and capacity. Connected culturally and with an assured place in their communities of leadership and service.



Diagram 9: **TIPENE Kaupapa** (the multifaceted aspects of a TIPENE graduate)



Stage 2 Submission - October 11, 2024

## TIPENE - KURA HOURUA I CHARTER SCHOOL



### **PART ONE: SPONSOR CAPABILITY**

*The requirements for this section are to demonstrate the leadership of the sponsor and how the proposed governance structure will support the operations and outcomes of the Charter kura.*

#### **TIPENE PERSONNEL**

People are our greatest resource ensuring the TIPENE kaupapa is lived and expressed. We have been clear in the recruitment of kaiako & kaitautoko to align with those committed to the kaupapa of delivering excellence for Māori & Pacifica boys first and foremost. We are confident that all personnel at Governance and Operational levels bring experience, expertise, and a passion to be change agents for this special cohort.

The key to the success of TIPENE is leadership. Therefore, to further enable success for TIPENE the selection of leaders at all levels has been considered in the re-construction of our



education plan. The expertise, experience, and passion for people associated with our governance team are well-qualified and importantly, aligned.

### **Governance & Operations**

Diagrams and links are included to provide an overview of how the varied TIPENE Governance and Operation components intersect and complement each other.

*Sponsor & TIPENE Governance:* [Te Tuara Trust](#) performs a critical dual role of TIPENE Sponsor, and governance Rōpu of TIPENE. The members of the Trust are a strong reflection of our key stakeholders with significant experience in education, politics, property development, and cultural leadership to guide TIPENE. Below are working document links.

1. [Trust Deed](#),
2. [Purposes & Responsibilities](#),
3. [Trustee Biographies](#),
4. [Te Tuara Trust Skills Matrix Draft](#),
5. [Te Tuara Trust Tasks & Committees](#),
6. [TIPENE Cultural Audit Draft](#),
7. [BAS \(Board Assurance Statement\) & Self Audit Checklists](#)

*Owners (Site):* [St Stephens & Queen Victoria Schools Trust Board \(SSQVSTB\)](#) play a key role as owners of the land & buildings that TIPENE will lease. The Board is invested in ensuring they deliver educational outcomes as part of their Trust Deed. With significant leadership experience, the SSQVSTB has been critical in the establishment of the new TIPENE. They have invested **currently** a significant **\$18 million in the property**.

*Operations:* [Senior Leadership Team \(SLT\)](#) is responsible for the execution of the operational plans, overall management, and delivery of the kaupapa. Experience and diversity in the skill set enable a flat leadership model to enhance, challenge, and advance TIPENE as a successful model of delivery.

The Co-Principals appointed to lead TIPENE into its next chapter, come with successful experience in education for Māori. The Co-Founders of TŪ TOA from 2005 - 2013 which was a hāpu-led initiative were highly successful educationally, culturally, and in the area of sports. In 2014, Yvette McCausland-Durie and Nathan Durie then formed MANUKURA, which has evolved into one of the best-performing educational organisations for Māori in the Secondary School sector. Performing well above their EQI ranking against all of the Ministry of Education requisites.

*Operations:* [Kaiako & Kaitautoko](#) perform significant roles in ensuring the administrative and property management of TIPENE reflects our pride in who we are and what we represent.



## TIPENE KAIAKO & KAITAUTOKO RECRUITMENT & RETENTION

Recruitment of talent has been led by an interview process focussed on sharing and discussing the philosophies, pedagogies, and principles of the TIPENE delivery model.

[Kaiako & Kaitautoko Wānanga](#) are conducted to ensure readiness and alignment to the TIPENE kaupapa with a passion for Māori education. These Wānanga are designed to build camaraderie, enhance kaupapa clarity, and provide connection to people and places.

To retain our talented personnel, the SSQVSTB has been able to provide quality on-site accommodation with associated benefits. Additionally, TIPENE has ensured that each kaiako & kaitautoko has an allocated professional development budget linked to their Professional Growth Cycle. TIPENE provides quality resources including small class sizes and an environment that celebrates the strengths and cultural capacity each individual brings.

## TIPENE FINANCIAL ACUITY

TIPENE understands the need to create a financial system to facilitate and enhance economic processes, manage risks, and absorb shocks.

### **1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.**

Please refer to the Budget forecast link provided: [Budget Forecast 2025-2029](#). The SSQVSTB has agreed to **fund losses in the initial years** if roll numbers and expenses are not aligned.

### **2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your kura and manage financial and business performance.**

- P&L monthly reporting to the TTT (Te Tuara Trust) provides periodic financial reporting on the day-to-day activities of TIPENE.
- TTT will also utilise cash flows, management/project reporting, policies, and long-term financial planning to inform decisions.
- TTT will confirm and monitor the progress of TIPENE with both the operational and strategic reporting noted above, and make timely adjustments with the Senior Leadership Team on TIPENE activities as required to ensure successful delivery and sustainable operations.



## TIPENE LEADERSHIP AND COMMUNITY

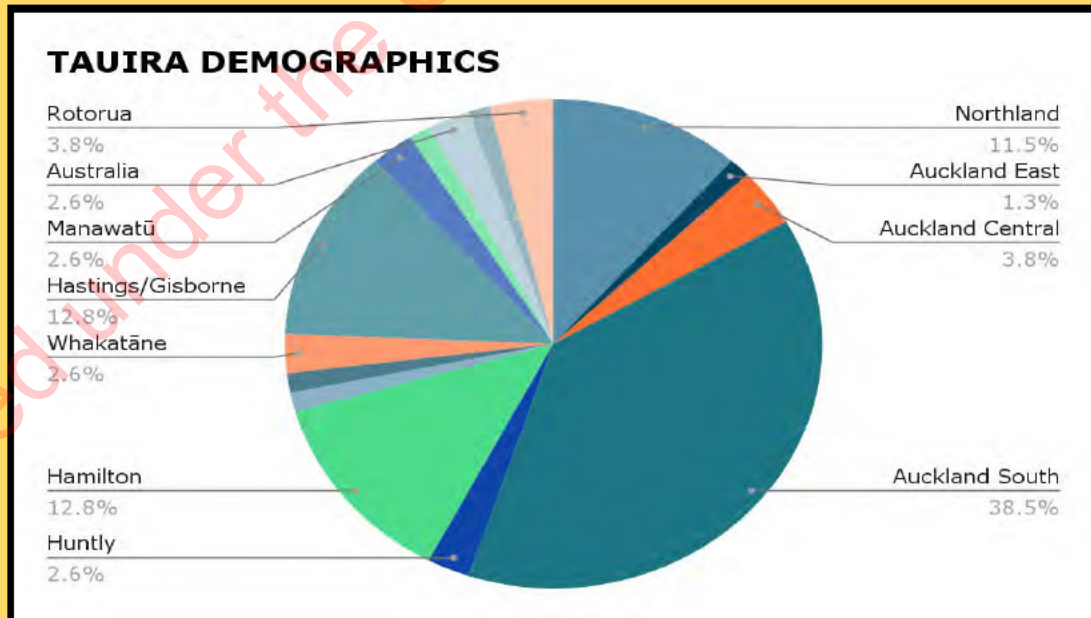
3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.

TIPENE is relevant as a value proposition which is evidenced by the high number of quality applications received for 2025. TIPENE has a long history of producing Māori and Pacific leaders. Along with a committed alumni with strong iwi and community networks, there continues to be a vocal level of support for TIPENE.

## TIPENE TAUIRA POPULATION, DEMOGRAPHICS & DEMAND DETAILS

**TIPENE 2025 Applications** - total of 80 tauira applied for the 2025 intake.

- Current applications exceed available spaces (40 tauira) for 2025 demonstrating demand from both potential tauira and whānau for the TIPENE model.
- **Reasons why Tauira and Whānau chose TIPENE** for their secondary education delivery.
- Tauira numbers per year are reflective of the staged building plan.
- 2025: 42 (Y9-10), 2026: 102 (Y9-11), 2027: 150 (Y9-12), 2028: 198 (Y9-13), 2029: 230. Aiming for 250-300 over 6 consecutive years as shown in the **TIPENE Roll Projection**
- Tauira for 2025 currently reside across Aotearoa as indicated by the below pie chart.





**4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.**

A key decider for TIPENE to explore the Charter School model was the flexibility it provides to ensure we can address the breadth of compulsory curricular and kaupapa (extra-curricular) that our taura require academically, culturally, socially and vocationally.

The Governance and Operations structure allows for a strong balance of autonomy and accountability. Experienced individuals in their roles ensure effectiveness leading to a clear focus on positive outcomes and engagement for all.

Additionally, a full-time 7-day boarding offering ensures we can create an environment of success, challenge, and growth. This environment accentuates our opportunity to provide a holistic approach to boys' education with the flexibility to be intentional and purposeful with their time.

Above everything else is our (kaiako & kaitautoko) commitment to the success and well-being of every taura in our care. At TIPENE, the focus is on nurturing the potential of both taura and kaiako while promoting cultural pride and Māori knowledge (Matauranga Māori) as a central strategy to ensure achievement for all.

1. [Timetable](#)
2. [Junior Curriculum Draft Overview](#)
3. [Term 1 Draft Planner](#)

**5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation that you have undertaken, has informed your decisions about your Charter kura, identifying where there is risk and where there is support for your kura.**

**SUPPORT:**

- In 2017 a delegation of **St Stephen's School Alumni** met in Parliament with Minister Hekia Parata and Minister Te Ururoa Flavell independently to seek support for the reopening of St, Stephen's School. While both individuals were supportive given both their associations with the school, as well as their belief in Māori Education options, we were advised about the need to meet with the St Stephen's School & Queen Victoria Trust Board (SSQVTB) and gain their support.
- Following a change of government which led to some momentum being lost, a meeting was arranged with **Minister Nanaia Mahuta**. In attendance at this meeting were Sir Hirini Moko-Mead, Sir Tamati Reedy, Mr Doug' Hauraki, and Nathan Durie. Minister Mahuta was in favour of our bid to reopen St Stephen's School but encouraged the Old Boy's Association to join with the SSQVTB to lodge a joint application. Over the next five years, a delegated group from the **SSQVTB and the SSS Old Boys Association** have



worked to compose an application to the Ministry of Education for the reopening of St Stephen's School (TIPENE).

- We have traveled across Aotearoa to hold meetings with iwi, communities, and whānau to gauge an understanding of the appetite for TIPENE. We have conducted surveys and engaged various mediums to ascertain interest which has always remained very high.
- The opportunity that TIPENE provides for this region and Aotearoa is to establish an education model, **designed specifically for Māori and Pacifica boys**. Additionally, an important component of TIPENE is to deliberately and strategically, align to the schools / kura within our immediate district. Also, we will ensure that our students remain or reconnect to the tribal regions and communities. The purpose of this is to ensure that they establish a sense of reciprocity.
- Support from **local Principals** has been forthcoming. The education sector is well aware of the need to evolve education models to deliver to the very cohort we are deliberately targeting and we have received positive responses.
- Localised **iwi consultation** with Ngati Tamaoho, to include them in our plans has been deliberate and necessary. Additionally, we have traveled throughout the North Island to engage with Māori communities, organisations, and leaders to seek understanding and share our aspirations.
- North Island Roadshows: To share the TIPENE vision, philosophies and gauge interest. Open invitation to **Old Boys and prospective whānau/tauirā** via Facebook, TIPENE website & Pānui. We were hosted in the following locations: Kaitaia, Whangārei, Hamilton, Te Awamutu, Whakatāne, Rotorua, Gisborne, Taupō.
- Earlier this year we were invited to meet with Minister David Seymour at Parliament and were encouraged to apply to become a Charter School.
- The key determining factor has been the **large number of enrolments** from across the North Island. This for us answers the question that an appetite for TIPENE is a legitimate education model.

#### **RISKS:**

- The **Economy** places the greatest risk on whānau affordability of boarding school, research outlined the cost of raising a teenage boy in Aotearoa: *“The annual cost of raising a teenager in New Zealand could range from NZ\$10,000 to NZ\$20,000 or more, especially if the teenager is involved in many extracurricular activities, uses technology extensively, or has significant healthcare and personal care needs. 22 Aug 2024”*
- Annually reviewing our overall fee structure and ensuring the 300 acres TIPENE is situated on, is critical in ensuring funds are raised through business enterprises on the site to offset operational costs and maintain an **achievable tauira fee structure** for whānau.
- The biggest risk is that we do nothing. TIPENE aspires to evolve an education model that recognises and promotes the genius of our targeted cohort. Current statistics for this cohort are appalling and must change, TIPENE will be **change agents** in this field.



## **PART 2: THE TIPENE CONTRIBUTION TO THE WIDER SCHOOL NETWORK**

*The requirements for this section are to demonstrate what impact the kura will have on students and the wider kura network, and how it will prepare students for life in wider society.*

TIPENE addresses the unique needs of Māori and Pacific boys through a dedicated approach to holistic education. We recognise the importance of cultural identity and social outcomes in the lives of our taura<sup>1</sup>. Our educational delivery combines academic excellence, vocational training and a kaingarua, all within a nurturing environment that fosters personal development. By integrating Māori culture into the curriculum, TIPENE not only celebrates the rich heritage of Aotearoa and equally equips students with the skills and values necessary for a successful future. Our commitment to educational empowerment positions TIPENE as a beacon of opportunity within Aotearoa. Engagement and availability of resources (Agricultural & Horticultural spaces) to share with local kura. Reciprocity to share resources enables TIPENE to host local schools for learning opportunities and events.

### **6. As well as uplifting academic achievement and attendance, how will the kura positively impact its students and contribute to the wider kura network/education sector?**

- TIPENE focuses on high student engagement and achievement in academic and vocational pathways, aiming to normalize and celebrate success daily. All Taura are full-time residents in the Kaingarua<sup>2</sup> ensuring **full attendance and engagement is achievable**. TIPENE has a deliberate emphasis on individualised learning plans and a "tama-centric" learning approach, with a focus on tailored programmes for diverse learners and **regular connections between taura, kaiako, kaitautoko, and whānau**.
- Additionally, TIPENE offers **mobile and flexible learning programmes** to ensure continuity in education when taura have off-site events to attend, as well as small class sizes and collaborative teaching to optimize student-teacher ratios. Our Agricultural, Horticultural, and Technology programmes on site are created in a way that they can be **shared with local schools**.
- **Engagement in local sport and recreation** additionally adds to connection opportunities in the Counties-Manukau region. Communications with Counties-Manukau School Sport to date have been positive and TIPENE is now looking to create a cross-country track around the perimeter of the farm to assist with the local cross-country events for primary, intermediate and secondary schools in the region. Sharing of facilities and making

<sup>1</sup> Taura - student, learner

<sup>2</sup> Kaingarua - TIPENE Boarding Home



access to resources on-site at TIPENE is a key goal that adds to a collaborative, collegial community. To this end, we have **initiated several meetings to forge relationships** with local kura, schools, community groups, sporting organisations, and mana whenua to develop strategies and align intentions to work collaboratively. Equally, many of these groups have been forthcoming in initiating relationships with TIPENE.

- A further relationship for our taura and whanau is to rebuild and/or affirm connections to their **tribal areas and communities**. This will include establishing connections to kura in these areas as a means of supporting initiatives and activities as a part of teaching reciprocity for our students. Additionally, we have begun discussions with iwi and wananga to expose our students to local initiatives, iwi businesses, and organisations.

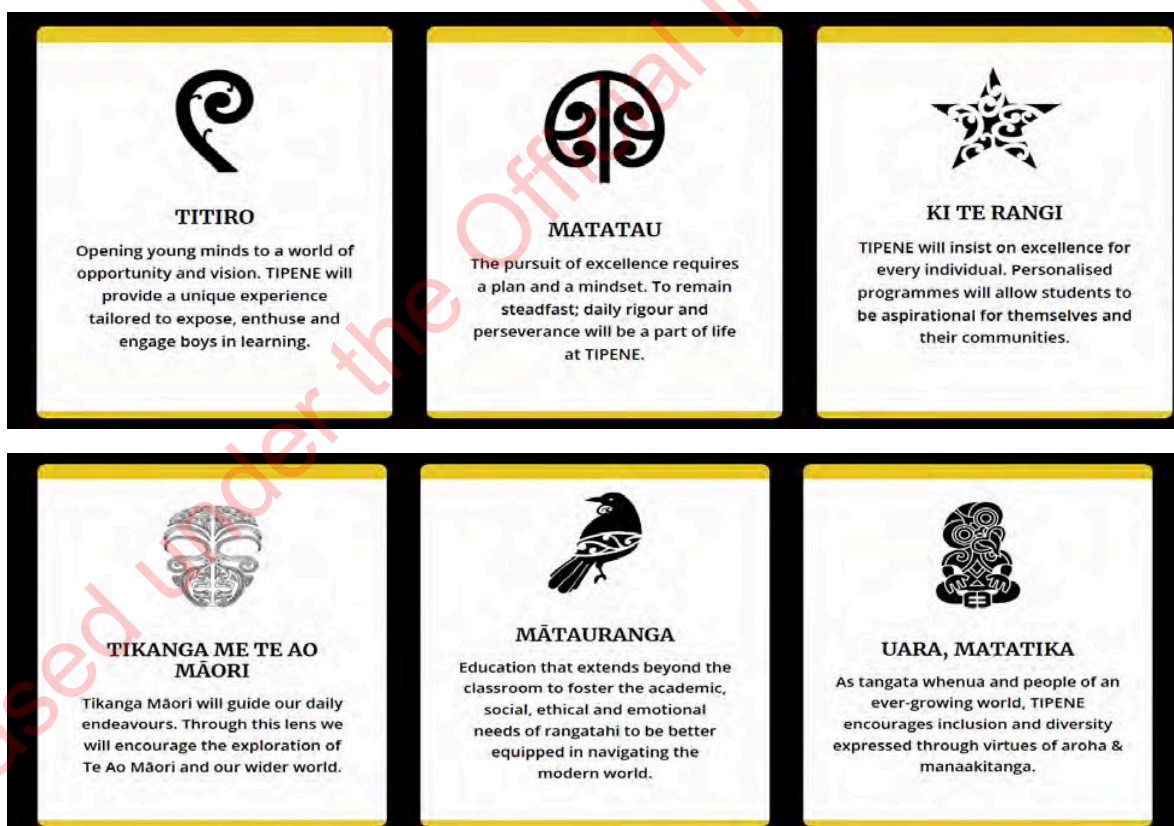
## TIPENE ACHIEVEMENT & ENGAGEMENT

- Communication with whānau and taura will ensure our learning programme meet aspirations and needs. Ongoing assessment using e-asTTle & PAT along with summative & formative assessment tasks will inform our practice. **Reporting to whānau** through formal reports (Terms 2 & 4) along with access to taura personal learning and achievement websites will ensure constant oversight of learning & achievement is achieved.
- The inclusion of **specialist educators** dedicated to literacy and numeracy skill development demonstrates our understanding of the realities faced by our taura (*17 taura in 2025 are transitioning from kura kaupapa environments*)
- **Regular intermittent testing** will be conducted to monitor the progress of each taura. Our **collaborative teaching** program aims to provide tailored support for TIPENE taura through a timetable designed to front-load learning followed by small (groups of 5-8 taura) with kaiako in a tutorial/ wānanga setting to unpack themes and allow for more in-depth learning conversations.
- **Celebrating and praising taura**, especially when received from their peers, plays a significant role in enhancing learning outcomes. Fostering success within a cultural framework becomes a positive form of peer influence - '**He toa takitini: the success of a collective**'.
- The **success model** at TIPENE is defined by academic outcomes, engagement in learning, strong personal habits, cultural connectedness, and genuine pride in being part of TIPENE.
- Above everything else is our (kaiako & kaitautoko) commitment to the success and well-being of each taura in our care. At TIPENE, the focus is on **nurturing the potential** of both taura and kaiako while promoting cultural pride and Māori knowledge (Matauranga Māori) as a central strategy to ensure achievement for all.



**7. How will the kura help prepare students for life in wider society, outside of the specific focus or setting of your Charter school?**

- **Future Ready** is a critical outcome for TIPENE to ensure that our graduates have the necessary skill set to engage in varied sectors for employment whilst at kura and beyond.
- Additional learning outcomes in **vocational areas and general work-ready** aspects such as each taura graduating with a driver's license, a forklift license, barista skills, oral communication skills, technological skills, growing your own kai, and the like as the jobs of the future are in many ways still being created.
- TIPENE will ensure we prepare taura to make a **difference in the areas** of health, justice, technology, science, environment, indigenous knowledge, engineering, and mathematics as areas that have significant **influence on Māori outcomes**.
- TIPENE graduates are expected to move out into the world with **confidence and capacity**. Connected culturally and with an assured place in their communities of leadership and service.



**TIPENE Kaupapa** (the multifaceted aspects of a TIPENE graduate)



**8. Why would parents/families choose your Charter kura over other kura options that are already available to them?**

- Our effectiveness to **transition tauiira** from kura kaupapa and kohanga reo to continue the aspirations of their whanau in the revitalisation of te reo Māori is key in our provision.
- For their tamariki to **live in a community** that exposes and extends them as rangatahi seeking excellence.
- Surrounded by **like-minded and aspirational whānau** who wish to contribute to the educational, cultural, and social benefits of our communities.
- **Effective leadership and kaiako** who have consciously and deliberately committed to evolving the TIPENE education model.
- [Reasons why Tauiira and Whānau chose TIPENE](#) for their secondary education delivery.

**PART 3: TIPENE OPERATIONAL FITNESS**

*The requirements for this section are to demonstrate your readiness to open in 2025 and how your kura will deliver outcomes against the Performance Management Framework*

TIPENE will be ready to receive Tauiira in Term 1, 2025 with a commencement date of February 6 for the Powhiri.

**9. Demonstrate your readiness to open for Term One 2025 by showing across the following establishment areas, what you will have in place for students.**

Staffing	Finance	Curriculum	Roll	Health & Safety
<p>Staff Contracts accepted (5 x Full time, 1 x 0.8, 3 x 0.4).</p> <p>Staff Wānanga x 3 to ensure alignment &amp; readiness.</p> <p><a href="#"><u>Kaiako &amp; Kaitautoko</u></a> <a href="#"><u>Qualifications &amp; Registration</u></a></p>	<p>Budget complete</p> <p>Trust Deed complete</p> <p>Xero</p> <p>Bank account</p> <p><a href="#"><u>Financial Procedures</u></a> complete.</p>	<p><a href="#"><u>Timetable</u></a> drafted.</p> <p><a href="#"><u>Junior Curriculum Overview</u></a> underway.</p> <p><a href="#"><u>Term 1 Draft Planner</u></a></p> <p>All Learning areas will be resourced &amp; ready for delivery (FF&amp;E purchases underway).</p>	<p>80 applicants for Years 9 &amp; 10.</p> <p>42 selected for 2025.</p> <p><a href="#"><u>Roll projection</u></a> forecast</p> <p><a href="#"><u>TIPENE Welcome Panui</u></a></p>	<p><a href="#"><u>Policies</u></a> and <a href="#"><u>Procedures</u></a> in place, reviewed and accepted by Te Tuara Trust.</p> <p>Buildings built to code, Fire systems in place, Security systems in place (internal and external cameras etc).</p>



**10a. Operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.**

**TIPENE facilities** will include: Waitoa (2 storey open plan learning area with breakout rooms & bathrooms); specialist classes for Art, Music & Technology; Gymnasium & Recreation areas (2 x Basketball indoor courts, weights centre, changerooms, outdoor recreation turf space); 1 x Field (grass); Whitiara: Dining Room & Kitchen facilities.

The diagrams below provide a pictorial view of the TIPENE facilities.



**TIPENE Master Site Plan** (current buildings and future buildings shown here)

Released under the Official Information Act 1982



Diagram 1: **TIPENE Kura buildings** (open plan spaces with breakout rooms & ablutions on two levels plus Science labs. Buildings running North to South: on the left side is for Years 9-10, the right side for Years 11-12, above Te Poho 2nd storey (clock tower building) is for Year 13. Shared learning spaces (at the rear of Te Poho by the turf) are the end low buildings for Art, Photography, Digital Technology & Hard Technology).

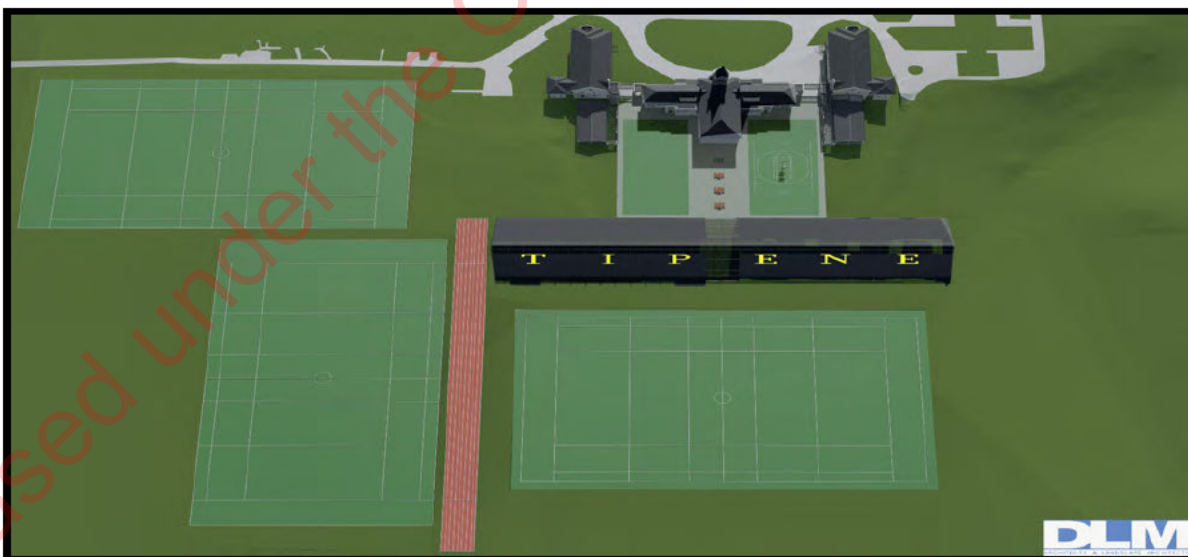


Diagram 2: **TIPENE Fields** (1 x grass field with lights, 1 x artificial turf with lights and track, 1 grass field for Recreation and Sport)



Diagram 3: **TIPENE sprung structure** from the kura side (includes Gymnasium, Weights Room on the far right half and then then the Wharekai & Pool on the left half of the structure)

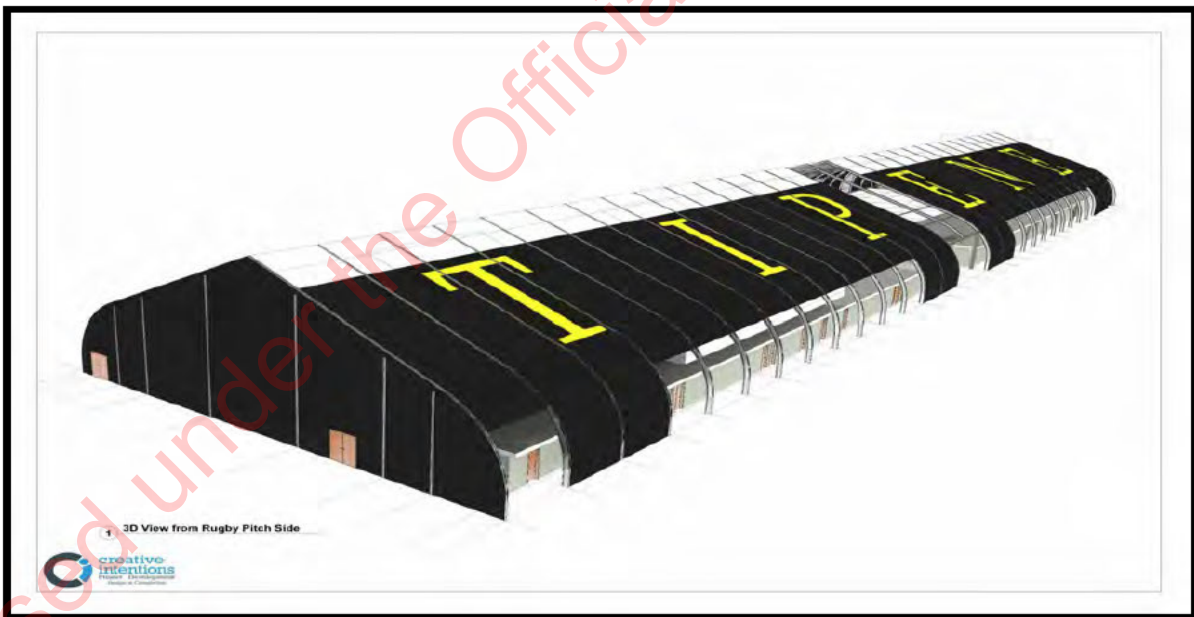


Diagram 4: **TIPENE sprung structure** from field side (showing changerooms exiting to the field)



**Diagram 5: TIPENE Te Poho** (in the centre of Te Poho is the carved house along with administration, meeting rooms, our TIPENE Museum, kitchenette & ablutions with classrooms upstairs for Years 13)

**10b. Maintain your property and infrastructure within the funding allocation you will receive.**

The maintenance of TIPENE is overseen by the Tumuaki and actioned by Groundstaff. The funding allocation from Charter Schools is topped up by the Te Tuara Trust (sponsor/lease holder) with an agreed portion from SSQVTB (the property & land owners) as outlined in the Trust Deed.

**PERFORMANCE AND LONGEVITY**

**11a. How the strategy will enable and support monitoring against each performance measure in the framework and:**

**EQI - 'More' Barriers**

We have selected 'more barriers' as our likely EQ1 based on the **following factors:**

- Kura Kaupapa transitioning tairua (50% of our 2025 roll);
- Demographic backgrounds - Northland, South Auckland, Gisborne with lower socio economic status.;
- Sighting of all Tairua current Year 8 & 9 school reports - learning needs evidenced;
- The majority of this cohort sits educationally as the lowest-performing group against government standards/measures across Aotearoa.



**Charter School I Kura Hourua: Performance Management Framework**

<b>Outcomes</b>	<b>Measures</b>	<b>Targets</b>	<b>Minimum Performance</b>	<b>Method</b>	<b>Reporting</b>
<b>Attendance</b>	At TIPENE more than 90% of Term	80%	80% and above due to Kaingarua	KAMAR - SMS register	Daily, Term, Self Audit June
<b>Achievement</b>	Years 9-10	80% are at, or above expected level	EQI 'more': 30% Panui & 25% Tuhituhi & Pangarau	eastTle; PAT; Summative tasks.	Self Audit - June, Report December
	Years 11-13 (from 2026)	NCEA Level 2 - 95% achieve this or higher	EQI 'more': 65%	NCEA Level 2	Self Audit - June, Report December
<b>Finance</b>	Operating surplus	2-5%		Self Audit - June,	Self Audit - June,
	Working capital	2 : 1			
	Debt/Equity ratio	0.5 : 1			
	Operating cash	Positive cashflow forecast			
	Enrolment variation	Growing, Stable or Decreasing	Growing, based on initial interest		
<b>Standard Minimum Compliance</b>	Staff certified	75% certified	87.5% (7 out of 8 staff qualified, 1 x LAT)	Self Audit incl TTT	Self Audit - June
	Property	Lease (private)	Lease with SSQVSTB		

**BAS (Board Assurance Statement) &**



	Transport	Offsite needs: curriculum, health & sport	2 x 14 seater minivans		<a href="#">Self Audit Checklists</a> completed
	Enrolment	80 applications received	42 applicants were offered a place		
	Term Calendar - days/dates set.	Largely we have the same as the state system  <a href="#">Term 1 Draft Planner</a>	Variation to T/T (length of day); Terms set as per State (offsite activities counter for additional hours)		

**11b. How will you manage the early identification of issues and risks and what preventative measures will you take to address these?**

- Critical to eliminating risks and issues is a mindset. TIPENE believes in the potential of all taura and is committed to a potential model versus a deficit model. This mindset ensures we deliberately find taura doing things well, celebrating successes in and out of the classroom by using Māori kaupapa as a guidance tool.
- Early Identification of Issues and Risks will be through PAT, easTTle **assessments** - completing these at key stages will ensure we demonstrate progress and gaps enabling us to act efficiently. We are aware that a number of taura arrive below their reading and writing age therefore progress towards age appropriate levels is central. Formative and Summative assessment modes add value to quality identification and most importantly with small numbers, we can be swift in our action.
- We have intentionally employed literacy **specialists** with the knowledge that we have taura transitioning from kura kaupapa settings who need early and regular contact in a 1 on 1 setting to lift and shift their second language of English.
- **T.I.P (Taura Individual Plan)** is a central element that reflects a 5-year plan for each taura, is a shared, lived document that connects taura, whānau, coaches, and kaiako to assist taura in achieving their long-term vision. T.I.P Hui are completed 3 weekly to ensure we remain relevant with taura needs.
- Our weekly planner allows for quality engagement between taura and kaiako, **smaller classes** (Y9 = 13 per class/ Y10 = 15 per class). Front-loading learning and then breaking into smaller groups enables taura to engage in **clarity sessions** (mini tutorial) to ensure we identify need and then facilitate any follow-up required.
- Opportunities to celebrate and understand needs will be facilitated with small group hui (**reviews** of the week, reviews of certain learning programmes, reviews of kaupapa etc).



These can be in person and via Google Forms to ensure we are actively seeking feedback and continuous improvement.

- **Cultural alignment** is key - TIPENE tikanga and protocols enhance the way we work collectively to ensure all actions and behaviours are mana-enhancing. Consistency of delivery is ensured as all kaiako, coaches, taura, and whānau are briefed and then involved in understanding the why.

**12. Tell us in a practical way the reality of a teacher and a student on the ground at the kura in a day-to-day setting and how this will endure over the life of the contract.**

1. [WEEKLY OVERVIEW](#)

2. [WEEKLY PLANNER](#)

3. [TERM 1 DRAFT PLANNER](#)

- Over the life of the contract, an increase in taura numbers will alter the delivery for Years 11-13 to ensure we have specialist **subject coverage and vocational pathways** strongly resourced.
- All Kaiako will be engaged across **all components** of TIPENE: academic, cultural, sporting, and social settings to ensure we deliver a holistic model.
- TIPENE Kaingarua allows our kaiako and taura to engage in a wide range of activities where our **curriculum is expanded** across a much broader timeframe.
- All TIPENE kaiako and whānau reside onsite where **community** is a key component of our TIPENE model.
- **T.I.P (Taura Individual Plan)** is a central element that reflects a 5-year plan for each taura is a shared, lived document that connects taura, whānau, coaches, and kaiako to assist taura in achieving their short and long-term-vision and goals
- **Collaborative teaching** with front loading and tutorial delivery allows us to be a collegial, supportive learning/teaching community which enhances cross-curricular engagement and interactions.

## **PART 4: TIPENE COMMENTS ON THE DRAFT AGREEMENT**

*The Charter School Agency will not accept any proposed amendments to the General Terms and Legal Schedules of the agreement. Applicants must prepare their application on this basis.*

TIPENE has no proposal changes to the Specific Terms of the Agreement

## **PART 5: TIPENE CHANGES TO STAGE 1 APPLICATION**

*Let us know if anything has changed since you submitted your Stage One Application.*

TIPENE has experienced an increase in demand with enrolments from 69 to 80 since our Stage 1 application. (Refer to Page 4 of Stage 1 Application).

[TIPENE 2025 APPLICATION MATERIAL](#)



## **PART 6: TIPENE DECLARATION**

<b>Topic</b>	<b>Declaration</b>	<b>Applicant Declaration</b>
<b>Application Process, Terms and Conditions:</b>	I have read and fully understand this Application, including the Process, Terms, and Conditions. I confirm that the Applicant agrees to be bound by them.	<b>Āe</b>
<b>Collection of further information:</b>	<p>The Applicant authorises the Charter kura Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> <li>- collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.</li> <li>- use such information in the assessment of this Application.</li> </ul> <p>The Applicant agrees that all such information will be confidential to the Charter kura Agency and the Ministry of Education.</p>	<b>Āe</b>
<b>Use of Information:</b>	The Applicant agrees that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	<b>Āe</b>
<b>Draft Agreement:</b>	The Applicant accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.	<b>Āe</b>
<b>Conflict of Interest declaration:</b>	<p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant will report it immediately to the Charter kura Agency and the Application Point of Contact.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p>	<b>Āe</b>
<b>Details of conflict of interest:</b> N/A		




## DECLARATION

I declare that in submitting the Application and this declaration:

- the information provided is true, accurate and complete and not misleading in any material respect
- the Application does not contain intellectual property that will breach a third party's rights
- I have secured all appropriate authorisations to submit this Application, to make the statements and to provide the information in the Application and I am not aware of any impediments to entering into a Contract to sponsor a Charter kura | Kura Hourua.
- I understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the Application may result in the Application being eliminated from further participation in the Application process and may be grounds for termination of any Contract awarded as a result of the Application process.

By signing this declaration, the signatory below represents, warrants, and agrees that he has been authorised by the Applicant to make this declaration on their behalf.

<b>Signature:</b>	
<b>Full name:</b>	Te Ururoa James Ben Flavell
<b>Title / position:</b>	Chairperson
<b>Name of organisation:</b>	Te Tuara Trust - TIPENE
<b>Date:</b>	8 October, 2024