



Application form for new schools

Instructions for applicants

This form is only for new school applications. If you are a converting school, please head to our website to find the appropriate information and forms.

What you will need to provide

1. A written response to our assessment criteria in this document.
2. Adhere to the page limits and answer all questions.
3. Sign the application declaration at the end of this document.
4. If you have new governing members since completing your EOI, complete statutory declarations for all new governing members.
5. If you have any comments with regard to the draft contract, note in the section provided in this document.

Submitting your application

1. Applications must be submitted electronically through the GETS e-Tender box function no later than midday; 12:00pm, 16 May 2025.
2. Please plan accordingly to allow sufficient time for the upload to complete before the application deadline. If you do encounter technical issues when you are submitting, please contact the applications team at applications@charterschools.govt.nz.
3. Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
4. Please clearly name your files as follows:
 - a. [Applicant/sponsor name – Application form for Charter Schools - Kura Hourua]
 - b. [Applicant/sponsor name – Statutory declaration for Charter Schools - Kura Hourua]

Application process terms and conditions

This process is undertaken in accordance with the Charter School Agency application terms and conditions. By applying, the applicant agrees to the terms and conditions appended to this application.



Your application response is limited to **50 A4 pages (25 sheets)** including all appendices, cover pages, contents pages and blank pages but excluding CVs for Key Personnel, which are limited to one A4 page (one side of a sheet) each. The font size will be limited to no smaller than Arial size 10.

If you exceed the page limit, we will contact you to re-supply the document within the specified page limit. If you are unable to re-supply the document, the additional pages will be removed and will not be considered in the assessment.

Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

Purpose

1. What is your vision for education at your school and how does it relate to supporting young people?

Ōku Whakapapa | our history

Te Aratika Group's platform for change was laid over 27 years ago. The Group has a long history of providing training, identifying and nurturing atypical superstars to see their unlimited potential. Te Aratika Academy was successful in its Partnership School/ Charter School application in 2016, opened in 2017, and had their contract terminated in 2018. The Academy then applied for and was successful in becoming a Designated Character School in the state system, and opened in January 2019. Te Aratika Academy has been achieving NCEA outcomes, employment outcomes, further education, and the development of entrepreneurs that consistently exceed those of tāne Māori in all other settings. We want to replicate the success of Te Aratika Academy in the charter school system but with the ability to further innovate based on what we learnt as a charter school and build upon that within the flexibility the charter school model provides. This enables us to have a broader range of educational offerings. In the charter school system we will be able to return to our innovative education that allowed us to build the pedagogical practices that TAA is founded on, but further develop our teaching and learning offering based on the ability to innovate as we have in the past, further strengthening our platform for change. We see us continuing these successful outcomes through our co-educational entity Te Aratika High School (TAHS). The year 7-13 High School will enable us to redress the relationship between tāne and wāhine Māori, restoring a relationship characterised by balance and equality, nurturing and enhancing *te ira tāngata*.

Ōku Moemoeā | our vision

Te Aratika Group has grown out of the moemoeā of Rahera Bracken, the matriarch of the Bracken whānau. The vision- *Te Tūāpapa o te Panoni- providing a platform for change*.

The vision is to create a positive platform for change that is globally recognised, firmly supports and encourages one person, one whānau, one community at a time to find their path and journey to success- this doesn't currently exist within the state system. The system aspires to it but does not deliver it. We know what works and how the charter school model can give us the flexibility and sovereignty, *te tino rangatiratanga*, to deliver on what we know works given our experience with TAA.

Ko wai mātou | who are we?

Our education entities Te Aratika Academy, Te Aratika Creative, and Te Aratika Industry Training, our PTE, are Māori providers- we are proponents of a kaupapa Māori approach- by Māori for Māori. We support Taumata Aronui's overall vision as expressed in *Manu Kōkiri* for the "the best indigenously inspired education system in the world."

In our programme development and delivery we tautoko their aspirations for:



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

- Māori people enjoy significant education success.
- Māori people enjoy increasing levels of health and wellbeing, including cultural health, and through education including through designing and delivering education study themselves.
- Māori people enjoy increasing levels of economic prosperity including significant and meaningful employment success, entrepreneurial and business success through the growth of the 'Māori economy'.
- The education sector being positively transformed through the application of the Te Tiriti o Waitangi and a positive engagement with the Māori Treaty partner.
- Aotearoa New Zealand being transformed positively through an education sector which has embraced Te Tiriti o Waitangi and the Māori Treaty partner.

We have proven our provision, based on kaupapa Māori pedagogical approaches, drawing on mātauranga Māori, and responsive to tikanga, can give effect to these aspirations.

We see the reoccurring failure of the system to deliver on what our vision states. Visions are only worthwhile when there is an unwavering focus operationally on achieving them. We do this.

2. What motivates you to establish this school as sponsor?

Rahera's vision

Te Aratika Group's motivation is drawn from Rahera Bracken's final request to her whānau - don't step out from the umbrella of God and look after my Māori people.

The moemoeā- Te Tūāpapa o Te Panoni- *Providing a Platform for Change* for tāngata Māori, their whānau, and their communities to find their pathway and journey to success.

The need for this approach is evident in the poor statistics in Hawke's Bay described later in this application. We currently have tāne and wāhine Māori who are disengaged, waiting for the opportunity to enrol in our charter school- our region needs the flexibility and innovative approaches we can deliver.

There is no provision currently for wāhine Māori whose needs are unmet through state provision. This creates a level of urgency we need to respond to.

Te Ira Tāngata- Te Aratika High School

The progression from a single sex to a co-educational kura has been our goal and addresses a need within our community, acknowledging te ira tāngata.

Whatukura and Mareikura

- **Whatukura:** These are male spiritual entities or guardians. They are often associated with knowledge, wisdom, and the heavens. Whatukura are seen as the bearers of sacred knowledge and the protectors of spiritual well-being.
- **Mareikura:** These are female spiritual entities or guardians. They represent grace, beauty, and nurturing qualities. Mareikura are considered to be the keepers of spiritual essence and are associated with the earthly realm and the physical aspects of existence.

Kauwae Runga and Kauwae Raro

- **Kauwae Runga:** This term refers to the upper jaw or the upper realm, often representing the spiritual and celestial worlds. It is the domain of the gods and the heavens, where Whatukura reside. Kauwae Runga is associated with higher consciousness, divine knowledge, and spiritual enlightenment.
- **Kauwae Raro:** This term refers to the lower jaw or the lower realm, symbolising the physical and earthly world. It is the domain where Mareikura operate. Kauwae Raro encompasses the tangible, material aspects of life, grounding spiritual knowledge into everyday existence.



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

Connection between Whatukura, Mareikura, Kauwae Runga, and Kauwae Raro

In Māori cosmology, the balance between Whatukura and Mareikura, and the interaction between Kauwae Runga and Kauwae Raro, represents the harmony between the spiritual and physical realms. Whatukura brings down spiritual knowledge from Kauwae Runga to Kauwae Raro, while Mareikura grounds this knowledge into the physical world, ensuring it is applied in a nurturing and sustaining manner.

This balance is crucial for maintaining the spiritual health and well-being of individuals and communities. It reflects the interconnectedness of all things, emphasising the importance of both spiritual enlightenment and practical application in everyday life.

Our outcomes

Our approach in the Academy has led to us achieving NCEA outcomes that consistently exceed those of taiohi Māori in all other settings. We are not seeing the downward trend in NCEA achievement experienced since covid throughout the sector. This approach will form the basis of our delivery at TAHS.

At TAHS our outcomes will not only be quantified through academic achievement. We will also focus on our taiohi's ethics and character through our Developing Tāngata of Valour (DToV) kaupapa- an ethos based on the character and exploits of the Pioneer Battalion and the 28th Māori Battalion, and the wāhine toa that supported them from our shores. These values will form the tūapapa, the platform, from which our programmes are developed at TAHS.

We see our approach and subsequent outcomes enabling us to turn around the negative Ministry of Education statistics in term of attendance, engagement, and achievement. We can provide positive outcomes for taiohi Māori across the rohe, impacting whānau and whānau whānui.

3. What are the key educational features of your proposed charter school | kura hourua including (but not limited to):
- Secondary qualification system (if applicable)
 - Cultural approaches (bilingualism etc)
 - Curriculum approach

Cultural approaches

TAHS offers a unique proposition by broadening our moemoeā- te tūapapa o te panoni- providing a platform for change for rangatahi Māori, their whānau, and their communities to find their path and journey to success. We do this using kaupapa Māori pedagogical approaches to deliver mātauranga Māori in an English medium context- this is a unique proposition that marks out our provision within the takiwā.

As a co-educational facility we acknowledge Te Ira Tāngata through Whatukura and Mareikura, and understand the state of equilibrium, of mauri ora, this creates. TAHS is in Kahungunu; we sit in the shadow of Te Mata o Rongokako. We acknowledge these whakapapa connections with Ngāti Porou and Paikea for our whānau and recognise our connections to Moana-Nui-a-Kiwa through Tākitimu. We are embedded in the rohe and acknowledge our links through Kohupātiki marae and the Bracken whānau to Ngāti Kahu and Ngāpuhi. We therefore teach our kaupapa with reference to Kahungunutanga and Ngāphuitanga. Our strategy will be based on NKII's evaluative indicators; this close alignment enables us to make hononga for our taiohi to the rohe, their iwi/hapū, and their whakapapa. This is a key transformation strategy for our tauira and their whānau; strengthened connections to whakapapa and each other enable an alternate brotherhood for our taiohi.



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

To optimise our taiohi's whakapapa connections in our rohe we utilise marae in the Heretaunga Ngā Marae network to connect our taura to their marae, creating a pathway for their wider whānau to make these connections, but also those that connect us to Tākitimu. Our termly noho reinforce these connections and enable opportunities to strengthen language, identity, and culture through local pūrākau and experiences.

Curriculum approach

We use a kaupapa Māori English medium approach through the New Zealand Curriculum- this is an innovative response to the negative statistics we see regionally and nationally. In our experience many taiohi have limited exposure to te ao Māori and have negative views of themselves as Māori. To address this our focus on pepeha, waiata, mihi, and kapa haka serves as a way for our taiohi to develop an awareness of themselves as Māori. These practices help provide a context for taiohi to understand themselves within the DToV kaupapa and in their wider connections within their communities. As described above we are aware of our context and localise our learning within it. Our curriculum is being developed using Dougherty's Ranga Framework to enable us to localise mātauranga to address the needs of iwi, hapū, and whānau, developing content that is relevant, engaging and motivating. Having a positive view of identity is a key determiner of success. As a Māori provider we acknowledge our rights under Article Two of Te Tiriti o Waitangi- the perpetuation of Tino Rangatiratanga. This means that as the Māori Treaty partner we are able to design and implement programmes based upon philosophies and practices that are derived from 'indigenous' (particularly Polynesian/ Pacific) culture and worldview to benefit our taiohi. Alongside this we use our programmes as an opportunity to conscientise our taura Māori- we learn about He Whakaputanga, Te Tiriti o Waitangi, and the impacts of colonisation on our tāngata Māori. He Whakaputanga and Te Tiriti are also used as a mechanism to integrate the kaupapa of self-determination, being expressed as their own rangatiratanga over their goals and aspirations for a future that is positive, fulfilling, and beneficial for them and their hapori. Our DToV kaupapa focuses on several critical areas to help tāne and wāhine Māori become confident leaders of themselves, in their whānau, in their local and wider communities. We believe that it is this person that creates multigenerational transformation leading to stronger, healthier and flourishing individuals and communities. This kaupapa will be a significant component of our programme at TAHS.

Because of our location in Te Matau ā Māui we partner with Ātea a Rangi Trust for waka hourua, waka taurua, and wayfinding mātauranga. We value authentic and culturally sustaining practice, so use sailing experiences on the waka hourua Te Matau ā Māui, and use ātea a rangi to teach navigational knowledge. This enhances our learning framework- Mana Moana, Mana Whenua, Mana Tāngata, Mana Motuhake.

We know that further education or meaningful employment can have a positive effect for our taiohi, their whānau, and their wider communities. We will offer vocational pathways into the construction and infrastructure sector, or any other sector our taiohi may be interested in, through an education to employment transition plan. A whānau-centric approach to our taiohi's vocational aspirations and dreams means we will be able to shape and grow based on their career development needs- our pou whenua will employ a relational tuakana teina approach to their career development and growth.

The Group provides ongoing support for our taiohi once they're in employment, and we can lever our strong employment networks to provide opportunity for workplace learning and experiences. We have a relationship with EIT, a local tertiary provider, Te Aratika Infrastructure, and Te Aratika Industry Training which ensures our young people will learn and grow skills and knowledge ready for the world of employment, further education, and entrepreneurship.

Our kaupapa is supported by Ngāti Kahungunu Iwi Incorporated- we support and will implement their education strategy for our taiohi- Te Tōpuni Tauwhāinga. Kahungunu's indicators will form the basis of our strategy and enable our hapori and taiohi to have agency and authority over their learning within the rohe.



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

Our programme is based around whakapapa- the authentic experiences we design for our taiohi have one common factor- that being, identifying the connections within and across rohe- providing opportunities and encouragement for our taiohi to have integrative experiences to affirm and enhance their identity as tāne and wāhine Māori.

NCEA- outcomes

Since 2017 the Group has developed the institutional knowledge and expertise to enable us to consistently achieve exceptional outcomes in NCEA levels 1,2, and 3 and University Entrance. Tauria at our Academy achieve higher than other taiohi Māori across all contexts. We will continue to use NCEA in our Senior High years 11-13.

4. Why is this important for the community (including communities of interest)?

It is important to the community because if we don't, we will have taiohi Māori in our rohe with no place for education and subsequently no future. TAA is at capacity and currently underserved by MOE; we need TAHS to accommodate the demand we have from taiohi who educative and broader needs are not met by the current system. As identified in the 2024 ERO report on Alternative Education, young people in AE have significantly worse outcomes than other young people, worse even than very similarly disengaged young people with high needs.

Our approach and outcomes show that we are able to create a different narrative for a comparable cohort of learners who will enrol at TAHS. Our provision is important to our wider community as we meet the needs of learners with high and complex needs that are not addressed within the existing network.

We know that our context can meet the spiritual, emotional, social, and academic needs of our taiohi Māori. With the Academy's Mangateretere site at capacity TAHS will provide another option, leveraging the flexibility and responsiveness a charter school model will bring, to meet the ongoing demand for provision like ours.

We are driven to open this kura to give taiohi a fundamental right - an education that reflects their place and context in the world, and to give our taiohi a chance at life. Because of our current track record with TAA we are known in the region for providing for those who have been marginalised and excluded by the state system. We are able to give them an education that ensures it meets their needs as an individual. We open TAHS with strong existing relationships with the student support function of Te Mahau to enable taiohi to re-engage in learning. We also have developed relationships with local high schools, enabling transition for students whose needs are better met in a mātauranga Māori context, delivered via a kaupapa Māori pedagogical approach, with English as the primary language of instruction. We see TAHS building on the Academy's reputation as the 'school of choice' for those who recognise our unique and innovative approach.

Contribution

5. How will this support parental choice or enhance the learning opportunity for families/whanau?

TAHS has strong support from the community and the wider rohe. Ngāti Kahungunu Iwi Incorporated have supported our aspirations across the Group since our Academy was established in 2017. By opening a co-educational charter school and retaining our designated character school we broaden the range of educational choice for our whānau whānui.

The Iwi has described our approach as an innovative, industry-led, inclusive, and holistic model of education that focused on our most at-risk rangatahi and their whānau. They acknowledge our ability to achieve meaningful outcomes given that the majority of our taiohi had been excluded from or not attended



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

school for a significant period. They also acknowledge that the foundation of our success is our strong effective partnerships and connections with our school community, Iwi and Industry leaders, the wrap-around support we offer and our unwavering commitment to the success of our rangatahi and whānau. The confidence of the Iwi and our hapū, coupled with the flexibility a charter school setting gives us, are all influential factors that will attract taura and whānau to our kura.

Our kura will also provide, as guaranteed under Te Tiriti o Waitangi, further choice for our whānau with our Designated Character School, Te Aratika Academy, reaching capacity at the end of 2024. The co-educational provision will give us the opportunity to work more flexibly, responsively, and inclusively for our whānau, including the ability to meet our property needs to respond to our projected growth in a way we would not be able to within the state system.

We look to extend the provision and reach of our kaupapa through co-educational year 7-13 delivery. Our experience in the Academy has shown us the need to intervene earlier for our atypical taiohi. The functional gains achieved through a year 9-10 literacy and numeracy programme can be further amplified in a junior high programme, years 7-10, and our senior high NCEA programme. This approach will position our taiohi to achievement better lifelong outcomes in literacy and numeracy, and also better for standardised external assessment via the Common Assessment Activities (CAAs) and other possible standardised testing that may be introduced into the sector.

Within our local community there is significant support for the kaupapa. We will be located across the road from Te Kura o Mangateretere, a bilingual full primary school. We also have strong connections with local kōhanga reo, including Te Kōhanga Reo o Whakatū, and Te Kōhanga Reo o Waipatu. We are based in Whakatū Industrial Park, so have connections with local employers, and will be based at our Te Aratika Infrastructure site, which enable our taiohi to have work experience and complete the learning for their introduction to infrastructure works micro-credential.

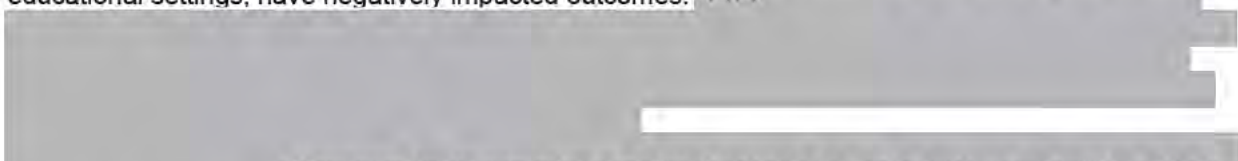
Strategically we will connect with mana whenua through our local marae, planning noho for our taiohi, and facilitation through the existing Ngā Marae rōpū enabling connections to fourteen marae in the takiwā.

6. How will the school positively impact its students and contribute to the wider school network / education sector?

Our strategy is twofold: to enable our taiohi as agents of change locally- their community, their whānau, and themselves, but also act globally as part of a wider indigenous network. We achieve this through supporting our taiohi's aspirations using an individual development approach to progress their goals and aspirations over their time at TAHS and beyond into employment, education, or entrepreneurial ventures. Through this focus we support and encourage tino rangatiratanga, agency and authority, for our whānau to enable their wider aspirations through an integrative, relational approach.

TAHS will offer an alternate trajectory for our taiohi Māori who may have had previously negative educative and life experiences. We know from our experience that the state system is not able to cater for the diverse and complex educative and cultural needs of our tāne and wāhine Māori; we offer education from a kaupapa Māori perspective in an English medium setting. This approach, not available to them within the state system, gives our whānau and taiohi confidence with us. The charter school legislation allows for TAHS to respond differently in structure, pedagogy, social investment, staffing and culturally sustaining approaches.

Our experience in our Academy confirms that all those taiohi have numerous risk factors, that in other educational settings, have negatively impacted outcomes. ^{9(2)(a)}



However, by being a charter school outside the state system, we will be able to respond differently to broaden the range of innovative educational responses for our taiohi.



Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

Our provision is important as we meet the high and complex needs of learners that are not addressed within the existing network. This is a key feature of our approach, coupled with proven outcomes, and supported by the extra flexibility and responsiveness the charter school model gives us. Demand within our designated character state school saw us reach capacity for the site by the end of 2024. We know that the context of TAHS can meet the spiritual, social, emotional and learning needs of our taiohi Māori, and for the first time, be able to address the needs of wāhine Māori. Based on this approach and current demand for our kaupapa we envisage enrolments coming from the Ministry's Student Support team and continuing to strengthen our relationships with local high schools to offer an alternate programme for boys and girls who would thrive with a kaupapa Māori pedagogical approach to their learning.



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

Financial acuity

1. Provide an indication of your financial viability through a profit/loss (P&L), cash flow and balance sheet for each year of your first three years of operation.

P&L, cash flow, and balance sheets for 2026-29 are attached as Appendix One.

2. Describe strategies to ensure long-term financial sustainability, including plans for financial oversight and accountability.

Governance best practice will enable TAHS to make decisions for our kura and manage our financial and business performance to deliver on our purpose and strategy- ensuring academic success and enhancing our kaupapa- DTtoV. Clarity across our structure will ensure that financial decisions are based around our purpose and strategy.

Our governance structure is based around four pou- whāinga (purpose), ahurea (governance culture), aroturuki (monitoring and performance), and tūtohu (compliance). The financials will be used to drive governance and operational decisions through the following:

Whāinga: Te Pou Tuatahi

TAHS is clear about its purpose- providing a *platform for change* for one individual, one family, one community at a time to the find their te ara tika- their right path. Governance practices are influenced by Te Aratika Group's values, those being whakapono (faith), tumanako (hope), and aroha (love), and are underpinned by the following concepts:

- o whakapapa (geneology)
- o wairua (spirituality)
- o mana ā kī (hospitality)
- o kaitiakitanga (guardianship)
- o mauri (lifeforce)
- o hau (reciprocity)

We view our investment in this kaupapa as inter-generational, valuing the legacy we create from our moemoeā (vision), being financially conservative with a long-term strategic approach to our development and growth. We will operate with a high regard for tikanga and kaupapa Māori. We value multiple bottom-line perspectives balancing educative outcomes with social, cultural, and environmental needs for our kura. We value concepts such as whānaungatanga, kotahitanga, and kaitiakitanga to guide our decision-making.

Ahurea: Te Pou Tuarua

From our purpose the board will lead the development of our strategy and goals, focusing on the kura's strategic direction, and the clearly defined outcomes of our strategy. The tumuaki will report against milestones to ensure our purpose and strategy are being delivered. The board members all have significant experience of charter school and state school governance and ensuring that expenditure aligns with strategic goals and direction. Board culture is characterised by our commitment to effective relationships within the governance rōpū, and with management, mana whenua, and other stakeholders. The primacy of this focus will determine effective decision-making and allocation of resources.

Aroturuki: Te Pou Tuatoru

Effective monitoring is important to ensure that the board is able to meet its strategic, personnel, and financial outcomes, and make adjustments as appropriate to ensure we meet our performance targets. We will ensure that our purpose as a kura, our strategy for achieving our educational outcomes, and that our strategy is implemented via management. Within this function the board will monitor:

- o strategy, with a focus on the four indicators of the Performance Management Framework (PMF)- Attendance, Achievement, Financial Performance and Standard Minimum Compliances.
- o strategic risk management, and
- o the long-term attraction and allocation of human, physical and financial resources to meet our strategic outcomes.

Tūtohu: Te Pou Tuawhā



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

The board will ensure the probity of financial reports and processes, and a high standard of compliance with legislative and regulatory requirements. We will ensure we meet any external reporting requirements. The board will monitor specific aspects of compliance, such as H&S, audit, risk, through rōpū established for this purpose, to maintain greater scrutiny of our duties and responsibilities.

Financial Sustainability

Three year budget for the High School's operations based on projected numbers is Appendix One:

Strategies to ensure long-term financial sustainability

The Te Aratika High School Board has significant governance experience in a charter school and state school contexts, with a member of our board currently sitting on the national board for Te Whakarōpūtanga Kaitiaki Kura o Aotearoa (New Zealand School's Board Association). The board has maintained prudent financial practices throughout. It is expected that these financial practices will continue. The board's strategy to ensure long-term financial sustainability, oversight, and accountability is:

Review the draft budget for each of the next three years and confirm (or otherwise) that they are comprehensive and that the distribution of the High School's operational grant and other monies received aligns with the High School's goals and objectives and complies with the:

1. *Education and Training Act 2020*, and any relevant amendments applicable to Charter Schools| Kura Hourua.
2. Finalise the broad Guidelines for managing the High School's finances. In draft, these Guidelines are:
 - a) The Board will allocate funds to reflect the High School's priorities as stated in the Strategic Plan by:
 - monitoring the long-term strategy
 - ensuring that the High School provides an annual operational budget that reflects the Board's strategic plan, for the Board's assessment and approval.
 - b) The operational budget will be completed annually, and approved prior to the beginning of the new school year.
 - c) The Board and the High School will have management procedures for monitoring and controlling expenditure, income including fundraising, expenditure, accounting, internal spending, capital assets and reporting.
 - d) The Board will ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education and Training Act 2020, and any relevant amendments.
 - e) The Board will have written procedures designated in a Property Management Plan. This will include a system for maintaining resources, furniture, furnishings and equipment.
 - f) Buildings and facilities at Te Aratika High School will be safe and healthy.
 - g) The High School will comply with all current legislations regarding property. *The Resource Management Amendment Act 2020*, the *Building Act 2004* and the *Fire Prevention Act 1991* will be included in this compliance. The school will have a documented management process which details these requirements.
 - h) Develop the financial policies so that they comply with the above guidelines and are suitable for managing the finances of a Charter School| Kura Hourua.
3. Continue to access ongoing professional learning for the Board about its financial responsibilities and obligations. This will include continuing to develop the Board's understanding of its responsibilities for:
 - Financial statements – including the requirement for the Board to prepare its financial statements and provide them for audit within 90 days of balance date (that is, by 31 March). It is normal practice for the Board to set its own timetable to comply with statutory reporting deadlines.
 - Accounting records that:
 - correctly record and explain the transactions of the Board;
 - enable the Board to monitor the resources, activities, and entities under its control;
 - enable the Board's financial position to be determined with reasonable accuracy at any time;
 - enable the Board to prepare financial statements that comply with legislation (and that allow the financial statements to be readily and properly audited); and
 - are in keeping with the requirements of the Commissioner of Inland



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

Revenue.

- Accounting and internal control systems – that are supported by written policies and procedures and designed to provide reasonable assurance as to the integrity and reliability of financial reporting. Preventing and detecting fraud and error by:
 - Implementing and continuously operating adequate internal control systems, supported by written policies and procedures.
 - formally addressing the matter of fraud, and considering reporting all instances of actual, suspected, or alleged fraud to the appropriate law enforcement agency.
- Complying with laws and regulations – by ensuring that all applicable legislative, regulatory, and contractual requirements that apply to the activities and functions of the Board are complied with.
- Establishing and maintaining appropriate standards of conduct and personal integrity – by taking all practicable steps to ensure that its members and employees maintain high standards of conduct and personal integrity.
- Managing conflicts of interest and related parties – by having policies and procedures to ensure that its members carry out their duties free from bias. In particular, the Board must comply with the Education Act's requirements for conflicts of interest.
- Publishing the audited financial statements on a website.

Workforce

3. Estimate the number and types of staff required (e.g., registered teachers, LATS, administrative staff).

Year	Roll	Registered Teachers FTTE	Limited Authority to Teach FTTE	Administrative staff
2026	60	7.0	2.1	1.0
2027	180	13.0	4.0	2.0
2028	350	25.0	7.9	3.0

Deployment	2026	2027	2028
Staffing entitlement equivalence	9.1	17.0	29.8
Tumuaki: Pokai Moana	1.0	1.0	1.0
Academic Director: Pokai Whenua	1.0	3.0	3.0
Principal's Nominee	0.0	1.0	1.0
Year 7 and 8	2.0	4.0	4.0
Year 9 and 10	2.0	4.0	4.0
Science and Mathematics	0.0	3.0	3.0
English and Social Sciences	0.0	3.0	3.0
Te Reo and Hauora	1.0	3.0	3.0
Guidance and Pastoral Care	1.0	2.0	2.0
Hoku Whakaahua-Photography	0.2	1.0	1.0
Mahi Toi- The Arts	0.4	2.8	2.8



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

Environmental Education- TeTaiao	0.5	2.0	2.0
Total	9.1	17.0	29.8

4. Highlight qualifications and experience needed for key positions.

Leadership structure for the High School

We know from our experience in the that our structure and programmes enable us to continue to achieve outcomes for our taiohi not only academically, but also in terms of employment, further education, and entrepreneurial endeavours. On establishment of TAHS our leadership structure would be as below and would be scalable as our roll grows:

Role	Functions
Tumuaki- Pokai Moana	Strategy- oversight
Academic Director- Pokai Whenua	Operations- Marau ā Kura
Principal's Nominee	QA, NZQA liaison
Heads of Kaupapa	Subject speciality leadership- Marau ā Kura
Kaiwhakahaere ā Tari	Administration, H&S, financial support
Kaitohutohu	HR, PLD, governance support
Finance and Payroll	Contracted- Eclypse Accounting
Information management	Contracted-New Era

Qualifications and experience for key roles described below:

Role	Qualifications and Experience
Tumuaki- Pokai Moana	<p>Qualifications</p> <ul style="list-style-type: none"> -A current NZ practising certificate and relevant teaching qualification. -Experience in a senior leadership role -Extensive Secondary Experience of NCEA -Evidence of ongoing and appropriate Professional Development <p>Experience</p> <ul style="list-style-type: none"> -Demonstrated commitment to He Whakaputanga o te Rangatiratanga o Nu Tirenī and Te Tiriti o Waitangi. -Experience in the integration of Te Ao Māori and Mātauranga Māori within an academic curriculum. -A firm understanding of, and commitment to, Tātaiako cultural competencies, and the importance of Māori learners achieving education success as Māori. -The ability to build and maintain respectful working relationships with learners, their parents/caregivers, whānau, hapū, iwi and communities which enable learners to participate in important decisions about their taiohi's learning. -Foster an environment that acknowledges and celebrates Māori and Pacific heritage.



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

	<ul style="list-style-type: none"> -A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. -Extensive secondary teaching experience, within an NCEA framework. -Excellent achievement in classroom teaching within a subject discipline at Secondary level. -Involvement with NZQA marking panels or subject associations. Successful middle and/or senior management experience. -Effective leadership in collaborating with other teachers to improve teaching practice. -A capacity to manage and resolve issues that may involve students, parents and/or staff. -Competence and confidence in using Information Technology as part of learning and administration. -Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents/caregivers). -Time management and administrative skills and an ability to uphold deadlines.
<p>Academic Director- Pokai Whenua</p>	<p>Qualifications</p> <ul style="list-style-type: none"> -A current NZ practising certificate and relevant teaching qualification. -Experience in a leadership role -Extensive Secondary Experience of NCEA -Evidence of ongoing and appropriate Professional Development <p>Experience</p> <ul style="list-style-type: none"> -Demonstrated commitment to He Whakaputanga o te Rangatiratanga o Nu Tirenī and Te Tiriti o Waitangi. -Experience in the integration of Te Ao Māori and Mātauranga Māori within an academic curriculum. -A firm understanding of, and commitment to, Tātaiako cultural competencies, and the importance of Māori learners achieving education success as Māori -The ability to build and maintain respectful working relationships with Māori learners, their parents, whānau, hapū, iwi and communities which enable Māori to participate in important decisions about their children's learning. -A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. -Extensive secondary teaching experience, within an NCEA framework. -Excellent achievement in classroom teaching within a subject discipline at Secondary level. -Involvement with NZQA marking panels or subject associations. Successful middle and/or senior management experience. -Effective leadership in collaborating with other teachers to improve teaching practice.



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

	<ul style="list-style-type: none"> -A capacity to manage and resolve issues that may involve students, parents and/or staff. -Competence and confidence in using Information Technology as part of learning and administration. -Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents) -Time management and administrative skills and an ability to uphold deadlines.
<p>Head of Kaupapa</p>	<p>Qualifications</p> <ul style="list-style-type: none"> -A current NZ practising certificate and relevant teaching qualification. -Extensive Secondary Experience of NCEA in specialist area of leadership -Evidence of ongoing and appropriate Professional Development <p>Experience</p> <ul style="list-style-type: none"> -Demonstrated commitment to He Whakaputanga o te Rangatiratanga o Nu Tirenī and Te Tiriti o Waitangi. -Experience in the integration of Te Ao Māori and Mātauranga Māori within an academic curriculum. -A firm understanding of, and commitment to, Tātaiako cultural competencies, and the importance of Māori learners achieving education success as Māori. -A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. -Extensive secondary teaching experience, within an NCEA framework. -Involvement with NZQA marking panels or subject associations. -Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents). -Time management and administrative skills and an ability to uphold deadlines.
<p>Kaiwhakahaere ā Tari</p>	<p>Experience</p> <ul style="list-style-type: none"> -Being the first point of contact for manuhiri; experience in manaakitanga in this role. -Providing effective, purposeful and professional administration support. -Ensuring efficient, accurate and secure handling of money and accounts. -Providing efficient operation of the tari and its support functions. -Supporting the operation of the kura as required. -Management of administrative staff.
<p>Kaitohutohu</p>	<p>Qualifications</p> <ul style="list-style-type: none"> -Tertiary qualification in Education -Extensive experience in school leadership positions -Experience of governance in the not-for-profit sector <p>Experience</p>



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

	<ul style="list-style-type: none"> -Demonstrated commitment to He Whakaputanga o te Rangatiratanga o Nu Tireni and Te Tiriti o Waitangi. -Experience in the integration of Te Ao Māori and Mātauranga Māori within an academic curriculum. -A firm understanding of, and commitment to, Tātaiako cultural competencies, and the importance of Māori learners achieving education success as Māori. -The ability to build and maintain respectful working relationships with learners, their parents/caregivers, whānau, hapū, iwi and communities which enable learners to participate in important decisions about their taiohi's learning. -Foster an environment that acknowledges and celebrates Māori and Pacific heritage. -A sound theoretical and practical knowledge of the theory and practical application of learning, curriculum, and assessment. -Extensive secondary teaching experience, within an NCEA framework. -Effective leadership in collaborating with other teachers to improve teaching practice. -A capacity to manage and resolve issues that may involve students, parents and/or staff. -Competence and confidence in using Information Technology as part of learning and administration. -Effective written and oral communication skills appropriate for a range of audiences (students, colleagues, parents/caregivers). -Time management and administrative skills and an ability to uphold deadlines.
--	--

5. Describe retention programs and professional development opportunities.

Professional learning: Professional Growth Cycle (PGC)

TAHS will operate an annual Professional Growth Cycle for all kaimahi based on the Ranga Cycle, an indigenous development paradigm. Its purpose will be to:

- Improve the quality of teaching, coaching and mentoring practices so that kaimahi can enhance learning opportunities for taiohi.
- Identify individual kaimahi strengths and development needs and develop a plan to respond to them.
- Enable decisions to be made about appropriate professional development opportunities for kaimahi and enable resource allocation for those.
- Confirm (or otherwise) that teachers are meeting the professional standards of the *Code of Professional Responsibility and Standards for the Teaching Profession*.
- Support the review the kaimahi's achievement against their professional goals and select goals for the next cycle.
- Support and resource the tumuaki's PGC, ensuring there is reporting to the board on progress against professional goals.

Professional development of kaimahi

As identified our professional learning needs over 2026 and 2027 will be:

- Develop pou arahi and pou whenua's pedagogical practice in a kaupapa Māori space, being cognisant of NKII's indicators, Te Aratika Group's objectives, and our vocational character.



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

- Develop capability to meet the needs of taiohi who are functioning two years or more below the curriculum level expected for their age.
- Plan and deliver our Marau-ā-Kura, linking learning to authentic learning contexts and experiences.
- Raise student achievement.

The Board will ensure that it provides for these priorities in the annual budget. Priorities for individuals will be identified during:

- The process of appointing new kaimahi
- The Professional Growth Cycle kōrero

TAHS will ensure that pou arahi engage with established bodies such as:

- National and regional subject associations – for specialist subject teachers
- NZQA –ongoing professional learning around assessment and moderation and support the Principal’s Nominee

TAHS will offer an induction and mentoring for pou arahi who are not yet fully registered (ie provisionally certificated or subject to confirmation) and it will provide these type of programmes to support for any kaimahi who is granted a Limited Authority to Teach.

Regularly held staff meetings, Teacher Development Days, and staff hui / noho will provide TAHS with opportunities to wānanga contemporary issues relevant to teaching and learning outcomes.

Assets

6. List the physical assets required (e.g., buildings, classrooms, sports facilities) and outline the plan for acquiring, developing, or leasing these assets.

As described below we will use existing buildings on our Te Aratika Group site for our initial setup and occupation. As we grow we will look to lease additional spaces as required. Our initial needs are:

Asset type	Requirements	Plan
Administration	One space for admin and reception	Initial use of existing office onsite. Development of administrative hub for use across entities.
Classrooms	Two to four for initial cohort	Use of existing classroom spaces onsite. Purchase, lease or construction of additional classroom spaces to meet demand.
Sports facilities	Fields for ki-o-rahi, taonga takaro, and other outdoor activities	Existing field suitable for use. Development of half court for basketball.
Gym, pools, other facilities		Use of existing community assets ie pools, muai thai gym, boxing gym.
Cultural assets		



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

	<p>Ātea a Rangi, Te Matau ā Māui waka hourua, Te Mata o Rongkako, Mataruahou, Ōtatara Pā.</p>	<p>Partner with Ātea a Rangi Trust for the delivery of wayfinding kaupapa. Use of local maunga for teaching pūrākau and connections.</p>
--	---	--

7. Demonstrate how you will operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2026.

We have experience with the establishment and opening of Te Aratika Academy as a charter school in 2018 within a very tight timeframe, and the subsequent conversion to a designated character school with the change of government and policy in 2019, that we can quickly operationalise the property and infrastructure required to open TAHS in term one 2026. We are confident that with our experience, the property we will use ready for occupation, and the infrastructure currently in place that we will meet these projected timelines.

We plan to open TAHS on our existing Te Aratika Group site- we have existing buildings available onsite; we will use these initially to support our establishment roll numbers.

As we grow we plan to lease other learning spaces to accommodate the additional taura we will have in the kura. We have access to existing infrastructure, but will look to secure our own over time (internet, server, photocopier etc.)

As the Group has an infrastructure entity we may consider the possibility of building our own facilities as we scale and grow. We will make this determination at the time. We will use community resources to support our hauora programmes, for example the boxing and muai thai gyms, local pools, and other facilities as required. We have the Te Aratika Group site and equipment to deliver our vocational education programme. Our location in Te Matau ā Māui enables us to partner with Ātea a Rangi Trust for waka hourua and wayfinding mātauranga to enhance our Pūtaiao (Science), Pūtaiao Pāpori (Social Science), and te taiao (environmental) programmes. We value authentic and culturally sustaining practice, so will use sailing experiences on the waka hourua Te Matau ā Māui, and use Ātea a Rangi to teach navigational knowledge. These experiences enhance the analogies explored through our learning framework- Mana Moana, Mana Whenua, Mana Tāngata, Mana Motuhake.

8. Demonstrate how you will maintain your property and infrastructure within the funding allocation you will receive.

The initial learning spaces we will use are either recently renovated or new buildings, so we are confident that we can manage property and infrastructure maintenance within our funding allocation. As described in question 2 property and infrastructure will be an item reported to the board as part of our regular board hui. Te Aratika Group will partner with the board to ensure that buildings we use have an annual building warrant of fitness, and we carry out routine building and property checks to ensure buildings are compliant to the highest standards. Property maintenance funding will be set aside and used as required to provide a safe and compliant learning environments. Property will be leased from a third- party entity.

9. Detail any equipment and infrastructure needed for online and blended learning environments.

As described above the Te Aratika Group site has existing infrastructure, so we are able to use this on opening. We would look to scale the existing infrastructure as we grow. Digital technology is pivotal to our kaupapa so would purchase the following for opening:



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

Devices	No.	Location
iMac	4	Tari, Pokai Moana, Pokai Whenua
MacBook Pro	12	Pokai Moana, Pokai Whenua, Pou Arahi, Pou Whenua.
iMac	8	Year 7- 10 teaching spaces
MacBook Pro	60	Year 7-10 teaching spaces
Samsung WAC Interactive Display 86	5	PLD space, year 7-10 teaching spaces

10. Discuss plans for ensuring all students have access to necessary technology and, if applicable, still meeting necessary supervision requirements.

Technology requirements are described above- our ICT provider would ensure that appropriate protocols are set for the devices to ensure online safety. The kura would develop the following policies and procedures to support safe use of digital tools:

- Responsible Use of ICT Agreement (all pou and taiohi)
- Digital Technology and Online Safety
- Computer Security and Cybersecurity
- Recordings, Photos, Video, and Sound

11. Describe any cultural assets or approaches integral to the learning environment.

Cultural approaches

Our High School will be located in Kahungunu; we sit in the shadow of Te Mata o Rongokako. We acknowledge these whakapapa connections with Ngāti Porou and Paieka for our whānau. We are embedded in the rohe and acknowledge our links through Kohupātiki marae and the Bracken whānau to Ngāti Kahu and Ngāpuhi. We therefore teach our kaupapa with reference to Kahungunutanga and Ngāpuhitanga.

As referred to above our planned strategy is based on NKII's evaluative indicators; this close alignment enables us to make hononga for our taiohi to the rohe, their iwi/hapū, and their whakapapa. This will be a key transformation strategy for our tauira and their whānau; strengthened connections to whakapapa and each other enable an alternate hononga for our taiohi.

To optimise our wāhine's and tāne's whakapapa connections in our rohe we plan to utilise marae in the Heretaunga Ngā Marae network to connect our tauira to their marae, creating a pathway for their wider whānau to make these connections. We plan to have termly noho to reinforce these connections and enable opportunities to strengthen language, identity and culture through local pūrākau and experiences.



Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

Because of our location in Te Matau ā Māui we will partner with Ātea a Rangi Trust for waka hourua and wayfinding mātauranga. We value authentic and culturally sustaining practice, so we will use sailing experiences on the waka hourua Te Matau ā Māui, and use ātea a rangi to teach navigational knowledge. This will enhance our proposed learning framework- Mana Moana, Mana Whenua, Mana Tangata, Mana Motuhake.

12. Explain how any cultural values and practices will be incorporated into the school's culture and curriculum.

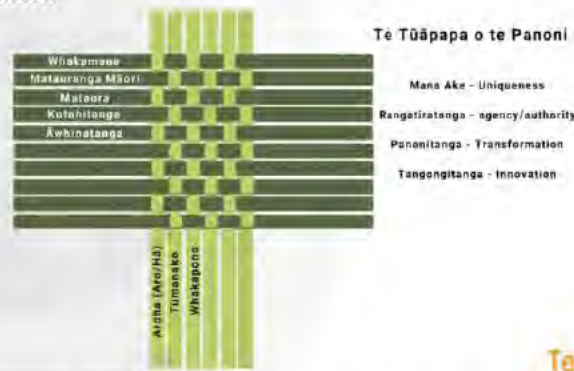
The incorporation of cultural values and practices is outlined in **Purpose: Questions 1 and 3, and Financial Acuity: Question 2.**

The diagram below describes how our values of whakapono, tūmanako, me te aroha form the foundation of our mahi:



The foundations of values, our kaupapa and Developing Tāngata of Valour, form our PCCC graduate- someone who has a positive sense of wellbeing, is confident, competent, and culturally connected.

Rarangahia



This is achieved through rarangahia, the weaving of our strategic pou through our values as pedagogical approaches to achieve the following outcomes for our wāhine and tāne Māori- mana ake, rangatiratanga, panonitanga, and tangongitanga.



Sponsor capability

The requirements for this section are to demonstrate the capability of the sponsor to support the operations and outcomes of the charter school.

Experience and knowledge

1. Describe your experience and knowledge of the New Zealand schooling system and how this will enable you to effectively operate a charter school which will lift achievement and attendance for New Zealand students.

TAHS is governed by experienced directors and board members, as mentioned above one of our current board members sits on the national board of Te Whakarōpūtanga Kaitiaki Kura o Aotearoa (New Zealand School Board's Association). Two members of the board have been principals in state schools including Kura Kaupapa Māori. To maintain continuity across Te Aratika Group's education entities, TAHS will have the same governance group as our designated character school, and all members have experience with state and charter school governance frameworks, and the requirements of each. Te Aratika Group, and its associated entities, practice the principles of good governance, those being responsibility, accountability, fairness and transparency. TAHS's board overlays specific cultural values that inform their strategy, policy and operations in order to meet the goals of Ngāti Kahungunu, hapū and whānau in Te Matau ā Māui.

Values that are central to the Group are whakapono, tumanako, me te aroha, and are reflected in governance and operational policies. They are underpinned by the following concepts: whakapapa, wairua, mana ā kī, kaitiakitanga, mauri, and hau.

Our experience in the governance of schools and solid reputation will ensure we are able to drive attendance and achievement. We have a proven record of performance in the Academy, and have developed effective relational approaches with our taiohi that can be replicated at TAHS to lift achievement and attendance.

Governance and leadership

2. What is the governance structure for the school? How will the structure support your workforce and operations to achieve excellent academic and attendance outcomes?

Clear delineation within the board around its governance functions of purpose, relationships and culture, monitoring and compliance, coupled with an operational structure focused on outcomes for taura, will ensure that there is positive impact on student achievement and attendance.

To support this the board will implement a robust self-review process to ensure that taiohi attendance, achievement, and whānau and community engagement are a priority.

Ongoing review and development

The Board understands that the *Education and Training Act 2020* requires kura to be involved in an ongoing, cyclical process of evaluation and inquiry for improvement.

The purpose of the kura's review process will be to evaluate:

- education and learning outcomes
- student attendance, engagement, and progress
- whānau and hāpori engagement

and make decisions about how to improve performance, set priorities and allocate resources accordingly.

Aspects of self- review within the kura impacting on achievement and attendance are:



Sponsor capability

The requirements for this section are to demonstrate the capability of the sponsor to support the operations and outcomes of the charter school.

Ropū	Participants	Frequency	Area for review
Kura leadership	Tumuaki, Academic Director, Principal's Nominee, Kaiwhakahaere ā Tari, Kaitohutohu	Ongoing	Kura procedures, NCEA assessment procedures, timetabling, staffing, H&S, weekly and termly attendance data
Head of Kaupapa	HOKs	Ongoing	Marau ā Kura, literacy and numeracy strategies, scheduling, kaupapa for delivery
Pou Arahi and Pou Whenua	All	Ongoing	Pedagogy, courses, assessment standards
Taiohi	All	Ongoing	Programmes, content and approaches
Whānau, whānau whānui		Periodic	Programmes, content, approaches, outcomes
External	ERO, NZQA, external advisor	Periodic (as scheduled)	NKII indicator implementation, kura effectiveness, NCEA policies and procedure

TAHS will build its internal evaluative capability to ensure robust review and development, with a particular focus in developing this capability within a kaupapa Māori context. Periodic external evaluation will support the kura by providing independent assessment of its performance. Insights gained from external evaluation will inform internal development processes.

Reporting on kura attendance and achievement

The leadership team, hapori, whānau and taiohi will assess the kura's performance by taking an evidence-based approach using the following key evaluative questions:

- Are we achieving the goals that are stated in our annual plan?
- Are we achieving our strategic goals, priorities and direction?
- Are teaching and learning programmes meeting the objectives of our Marau ā Kura?
- Are our taiohi exceeding the minimum targets for achievement?
- Are we meeting the standardised targets for attendance?

Outcomes will be monitored by scheduled reporting by the Tumuaiki on compliance and non-compliance and any corrective actions.

3. How will your organisation structure inform your value proposition to attract families/students to enrolment and positively impact student achievement and attendance? Include the organisation capabilities such as finance, HR, payroll and information management.

As described in other parts of this response TAHS will have a tested governance board and a trialled and effective governance and operational structure. We have been positively impacting student achievement



Sponsor capability

The requirements for this section are to demonstrate the capability of the sponsor to support the operations and outcomes of the charter school.

and attendance through a relational approach since Te Aratika Academy was established as a Charter School in 2017; we will continue to use this approach at TAHS. This experience and solid reputation will ensure that we can attract whānau to our kura. We have a proven track record of performance in Te Aratika Academy and can articulate our value proposition to potential whānau in TAHS.

As described elsewhere TAHS offers a unique value proposition by broadening our moemoeā- te tūāpapa o te panoni- providing a platform for change for rangatahi Māori, their whānau, and their communities to find their path and journey to success. We do this by the use of kaupapa Māori pedagogical approaches to deliver mātauranga Māori in an English medium context- this is a unique provision within the takiwā. The charter school will give us the flexibility to innovate to respond to individual needs.

We have existing connections to local kōhanga, puna reo, Te Kura o Mangateretere, Maraenui Bilingual School, and other local intermediate and high schools. At TAHS we look to extend our provision to years 7-13 to provide choice to whānau who need a different educational offering and pathway for their tamariki than the local schools in the state system. We can provide our enriched kaupapa Māori education in English medium, partnering with tauira, doing life with them and their whānau. The functional gains achieved through a year 9-10 literacy and numeracy programme in our Academy can be further enhanced in a junior high programme, years 7-10, and our senior high NCEA programme. This approach will position our taiohi better by providing literacy and numeracy skills that will ensure they can access the curriculum, enabling them to be contributing members of their communities, and set them up for life. It also offers choice for whānau when considering options post year 6.

Our vocational focus, and our ability to **do life together** with our taiohi and whānau, create a point of difference within the existing education network. Our cradle to career pathway enable our taiohi, through their Individual Learning Plans, to set academic, personal, and career goals and be supported through this process by pou whenua from the kura, to vocational training, to sustainable employment, higher education and entrepreneurship and beyond. As a Group we have a lifetime commitment to our tauira, walking with them through the different stages of their life, celebrating with them and their whānau as they grow as DToV. This is an offering unique to Te Aratika Group and forms the basis of our kaupapa within TAHS.

We will provide a place that responds to te hapori whānui- the wider community- enabling mauri ora and strong cultural identity through te reo Māori, taiao (the environment), wairua(spirituality), mahi-a-toi (the Arts), and whakapapa (connections). A place where not only skills are taught, but where our taiohi can experience transformation at a fundamental level through our DToV kaupapa. As Māori we take a holistic approach to this change- we understand implicitly the impact we can have- one person, one family, one community at a time.

4. Describe your leadership structure including the academic leadership team. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.

Leadership structure for the kura

The focus of the leadership team will be around the delivery of our marau ā kura as a context for learning, and subsequent strategies to raise student achievement, with a particular focus on building pedagogical capability in a kaupapa Māori context, and a continual focus on innovative practices to respond to individual needs that have not been met by other schools due to the limitations within the state system. As part of our holistic cradle- to- career approach the team will focus on outcomes for our taiohi not only academically, but also the development and growth of the person- our Developing Men of Valour, and in terms of employment, further education, and entrepreneurial endeavours.

Our proposed leadership structure to influence these outcomes is:



Sponsor capability

The requirements for this section are to demonstrate the capability of the sponsor to support the operations and outcomes of the charter school.

Role	Functions
Tumuaki- Pokai Moana	Strategy- oversight
Academic Director- Pokai Whenua	Operations- Marau ā Kura
Principal's Nominee	NZQA liaison, local school liaison
Heads of Kaupapa	Subject speciality leadership- Marau ā Kura
Kaiwhakahaere ā Tari	Administration, H&S, financial support, attendance
Kaiwhakamana	Attendance, whānau and agency relationships, kura liaison
Kaitohutohu	HR, PLD, governance support

Pou Arahi and Pou Whenua- key responsibilities: attendance and achievement

Te Aratika Group has a proven record of achievement in charter school and designated character school contexts. As described in other parts of this response our strategy for raising academic achievement will be relational. A taiohi who has a positive sense of wellbeing, and is confident, competent and culturally connected, is better positioned to achieve well academically, and able to achieve outcomes better than taiohi Māori in other settings.

To achieve this on a day-to-day basis we acknowledge the relationships between pou arahi, pou whenua, and our taiohi are pivotal in raising student achievement. Our pou arahi and pou whenua will form learning- focused relationships with our taiohi. With this key relationship in place, pou arahi or pou whenua will monitor and mentor taiohi in terms of their Individual Learning Plans- ensuring taiohi are tracking as expected with their learning, monitoring attendance and engagement, and have the rauemi (resources) and support they need, making adjustments to meet their goals through the review process as required. The flexibility in the Charter School model will allow us to use our finances to employ the right people to get alongside our taura and whānau to influence attendance in a different way than the state system and the attendance service.



**Charter School
Agency**

Released under the Official Information Act 1982



5. Present data on the local student population and present a forecast of the student population and demand you expect to see for the proposed charter school | kura hourua.

In Te Matau a Māui ākonga Māori in the region account for around 40% of the compulsory schooling cohort, however this group is disproportionately represented in the standdown, suspension, and exclusion data, with Māori making up 65% of standdowns, 61% of suspensions, and 75% of exclusions. Many of these taura will not go back to school.

Hawke's Bay also has one of the lowest levels of regular attendance in the country with only 50.1% of Hawke's Bay students attended school more than 90% of the time.

Over the last decade there has been a significant decline in attendance across the region. In the wider Heretaunga area 218 students were chronically absent in Term 2 in 2015. Eight years later, in Term 2 of 2023, the number of chronically absent students was 774. In Napier the figure jumped from 70 to 477 over the same period. This upward trend of chronic attendance is the same across the region.

In terms of NCEA achievement 50% of HB Māori school leavers in 2023 achieved below level 3 NCEA, with 28% achieving NCEA Level 3 or above, compared to 74% of Pākehā taura. We have proven as a designated character school over the last five years we can achieve exceptional outcomes with taura Māori who, if in an alternate setting, would be set on a different educative and life trajectory.

These statistics affirm the need for our approach, and the flexibility we have in the charter school model to respond proactively to the unmet needs of these learners that lead to disengagement and non-attendance.

Our designated character school, Te Aratika Academy, has a confirmed roll of 130, however the roll has been capped at 60 due to the constraints of the Ministry of Education property where the kura is currently situated, and reached capacity at the end of 2024. The establishment of TAHS as a co-educational facility is seen as essential to meet the demand created by taura who have been disenfranchised in the state system to have another option, as no other options exist.

Demand for our offering is significant- our projected starting numbers of 60 will not meet the demand locally for our approach- we could begin our 2026 year with 120 taiohi Māori, but have chosen to start with 60 to ensure sustainable and scalable growth at TAHS. Broadening our provision in Hawke's Bay to include years 7 and 8 means that we have been inundated with interest for our new kura.

Te Aratika Group has presence in six regions; the demand in these regions is similar as there is no offering nationally that can meet the needs of tāne and wāhine Māori using a kaupapa Māori English medium approach. We would consider establishing satellites of TAHS in those regions as we grow, replicating the successful cradle to career kaupapa we have grown in Hawke's Bay.

6. Demonstrate the level of support for the proposed charter school from the community in which it is proposed to be established and also those within your specific school community.
- Identify the stakeholders who have been consulted and what the consultation was
 - Describe the community consultation activities that have occurred or are planned
 - Describe how this has informed your decisions about your charter school, identifying where there is risk and where there is support for your school.

Below is a summary of stakeholder engagement that has informed our decisions about TAHS:

Stakeholder	Stakeholder needs	Response to stakeholder's needs	TAHS actions
Chair and CEO Ngāti Kahungunu Iwi Incorporated	Holistic education delivery that can meet the needs of the most at risk rangatahi and their whānau. The iwi want to see meaningful outcomes for taiohi who have been excluded or out of schooling for significant periods of time. They are wanting an alternative to the state system that has failed their tamariki mokopuna. A co-educational option has been an aspiration for the Iwi since 2016.	Kaupapa Māori approach in an English medium setting will enable us to meet the needs of at-risk rangatahi and whānau. Year 7-13 co-educational programme enables us to address learning needs of wāhine and tāne Māori who have been out of schooling for significant periods of time.	Ngāti Kahungunu Education Indicators will form the basis of TAHS strategy. Address needs of disengaged/at-risk learners through building increased functional literacy/numeracy skills and address unmet cultural needs.



	Construction, infrastructure and allied industries- iwi are looking at capability development within whānau and hapū.		Vocational pathways will lead to increased number of graduates with skills the iwi requires, building individual, whānau, hapū, and iwi capability.
Chair Te Taiwhenua o Heretaunga	Inclusion of hapūtanga in TAHS programme. Local tikanga and pūrākau included in learning programmes. Marae resources optimised to address vocational needs within the hapū.	Marau-a-kura to be inclusive of hapūtanga. Localise learning through inclusion of local tikanga and pūrākau into learning programmes. Collaborate with Matahiwi, Waipatu, Ruahāpia and Ōmahu marae to identify vocational needs and resources for vocational pathways ie commercial chefs and kitchen at Ruahāpia.	Hapūtanga is reflected in marau-a-kura through tikanga and pūrākau. Vocational focus will address marae development needs and resources.
Kura whānau/ whānau whānui	Te Aratika Academy to continue as a designated character school in the state system- whānau wanted this continuity. Te Aratika Group to establish a charter school years 7-13, based on changes within the current network in Napier, and the current lack of a co-educational provision. Option for a co-educational junior high/ senior high model that delivers kaupapa Māori English medium. Whānau and whānau whānui wanted the flexibility and innovation of the Charter School model. They believe this gives them a different education offering than the state system.	TAA board to continue with the kura as a designated character school within the public system. Establishment of a co-educational year 7-13 kura as a charter school kaupapa Māori English medium provision.	Application for TAHS as a co-educational year 7-13 kura,
Mayor and CEO Hastings District Council	Community capability development post-Cyclone-traumatised, displaced and vulnerable families, Development of employment capacity in the community to meet local infrastructure needs.	TAHS can ensure cultural safety and learning in an appropriate kaupapa Māori context for traumatised and displaced whānau. Vocational focus to address infrastructure needs via Transport Recovery East Coast (TREC).	
Director Ministry of Education	Te Aratika Academy has been successful kura for enrolment for excluded, suspended or disengaged students. MoE has become reliant on TAA to take these students that are hard to place within the existing network.	Based on our proven track record with TAA our co -educational charter school will be offering another choice for whānau- the model has proven to cater for the most disengaged taiohi within the takiwā. Charter School flexibility allows for innovative solutions to enduring state education system challenges.	
Tumuaki and Presiding Member Mangateretere School Tumuaki Camberley School	Inclusion of mātauranga Māori, pathways for whānau. Principal was supportive of the kaupapa; can see the benefits of developing employment pipeline within the rohe. Discussion around partnership and pathways, trades pathways, building capability through transferrable skills. Board is supportive of this kaupapa and able to influence local marae and hapū- Kohupatiki, Matahiwi, Waipatu, and Ruahāpia. Alignment to kaupapa, collaboration around kaupapa Māori approach to learning. Support of delivery.	Iwi/ hapū engagement is important to achieve outcomes. Support for capability development within the iwi to meet aspirations. Marketing of TAHS as another option through Ngā Marae network led by the tumuaki. Year 7-13 delivery provides a transition point from Camberley School- strong kaupapa alignment.	Incorporation of Rongo Mauri for wellbeing in the delivery of content- diversity and perspective taking in terms of Te Ira Tāngata.



Poumatua Waihanga Ara Rau	Implications of the ROVE, kaupapa Māori delivery, transition between industries, transferrable skills development through vocational programmes. Need for self-leadership provision in the mātauranga space. Indigenous vocational programmes are needed in the sector to promote and grow capability and capacity in the construction and infrastructure sector.	Partnering with Waihanga Ara Rau to develop wayfinding leadership micro-credentials and indigenous wellbeing micro-credential using mātauranga Māori approaches to mana, health and wellbeing.	Kaupapa Māori framework and models for delivery. Inclusion in our programme of self-leadership and hauora industry entry micro-credential.
Operations Manager Jobs and Skills Hub Hawke's Bay	Identified training and development needs, discussed kaupapa Māori delivery. Looking for a transformative programme using mātauranga Māori. Employment readiness and transferrable industry skills a priority.	Whakapapa, whanaungatanga, purpose key inclusions in our vocational programmes. Employment readiness and transferrable skills important inclusion across career development programmes years 7-13.	Skill development a priority to meet demand through rebuild- readiness for employment- inclusion of technical, cultural, and wellbeing skills in our vocational programmes.
Senior Consultant Workbridge	Discussion around accommodations and resourcing, specialised equipment, access for whaikaha ākongā.		Assessment on enrolment to identify barriers and potential mitigations.

Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

Readiness to open

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

As described in other parts of the response TAHS will deliver learning using a kaupapa Māori pedagogical approach in English medium. We are committed to this approach- we know that as we wānanga with Iwi, hapū, whānau and whānau whānui over the next ten years we will develop and enhance our approach. We are committed to a generational approach for this kaupapa and our impact for one individual, one family, one community at a time.

Our teaching and learning programme includes distinctive features of Māori learning preferences and behaviours- this is how our pou arahi and taura will experience learning at the kura:

Ako	Our taiohi are both the teacher and the learner, that there is no power-based relationship, and whānau are inseparably part of the learning environment.
Whakapapa	Enabling taiohi to proclaim their identity, place themselves in a wider context, and link themselves to whenua, iwi, and hapū and the mana inherent in those.
Whanaungatanga	Promoting nurturing quality teaching-learning relationships and interactions in a whānau-based environment.
Whānau	Promoting the inclusion of family in discussions and decision-making that affect taiohi and their future.
Tuakana teina	This is an outgrowth of the whānau environment we create and builds the capability of the tuakana and the teina- reciprocal teaching and learning.
Kanohi ki te kanohi	Face-to-face is our preferred mode of delivery.



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

Mahi tahi	Working collaboratively towards taiohi-centred outcomes.
Manaakitanga	Providing a safe, nurturing environment, which involves whānau and develops and sustains the language, culture and identity of every taiohi to ensure they have the best opportunity to learn and experience educational success.
Wairuatanga	The physical world is represented by Te Ao Mārama, surrounded and connected to Ngā Rangi Tūhāhā and Ngā Pā, the spiritual realms. We recognise that taiohi need to be connected to their marae and awa as recognition of their ancestors and their journey in new pathways in their lifelong learning haerenga.
Rangatiratanga	Rangatiratanga is the expression of the attributes of a leader including humility, leadership by example, generosity, diplomacy and knowledge of benefit to our taiohi for their future- we encourage our taiohi to exercise tino rangatiratanga- authority and agency over their learning.
Wānanga	Where our ākonga and hāpori will participate in robust dialogue for the benefit of taurira Māori's achievement.
Tangata Whenuatanga	Our ākonga Māori will be provided contexts for learning where their language, identity and culture as Māori and their whānau is affirmed.

The features of our programmes are described below:

Functional literacy and numeracy	A key focus for TAHS will be the development of functional literacy and numeracy in years 7 through 10. A significant number of taiohi we enrol will have low level literacy skills due to disengagement from learning or their learning needs not being met in other schools' environments. In years 7-10 our learning areas will provide the context to explore these functional skills.
Thematic learning	Authentic learning contexts are key to providing motivating and engaging experiences for our taiohi. A thematic approach to learning enables high level themes to be explored through investigating and responding to relevant questions, problems or challenges in a way that affirms their rangatiratanga as taiohi Māori.
Mātai Pakihi and Financial Literacy	Another key feature of our proposed NCEA programme will be a focus on entrepreneurship and financial literacy. Mātai Pakihi, business studies, will provide another vehicle for our taiohi to achieve their dreams and aspirations- examples of entrepreneurship will be supported and developed. Understanding finances will also be important for our taiohi to achieve their goals and aspirations. This is also a fundamental aspect of the learning programme for our taurira, and our DToV kaupapa.
Vocational education and links to industry	Our kura will provide taiohi with workplace learning in construction and infrastructure, while they continue to study towards their NCEA Levels 1- 3. We will also partner with EIT for their Trades Academy in programmes as diverse as construction, mechanics, and barbering.



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

	<p>Work experience opportunities will provide a link between their learning at kura and their future employment. This link will serve to motivate taiohi to succeed with their learning as they will recognise the connection between the skills, knowledge, and behaviours they are acquiring at kura and the skills, knowledge, and behaviour they will be expected to demonstrate in the workplace.</p> <p>A workplace experience will connect taiohi with an industry tuakana. The tuakana will provide them with work placements that build knowledge and skills in the industry of their choice, thereby elevating their employment opportunities beyond school. We will prioritise local Māori businesses.</p>
<p>Monitoring and mentoring</p>	<p>Taiohi's learning will be monitored through their Individual Learning Plans (ILP), which tracks their academic, vocational, social and emotional goals. Our Pou Whenua (learning coaches) will support taura to achieve these outcomes by working collaboratively with Pou Arahi (teachers), taiohi, and their whānau. Pou Whenua will provide taura with one-on-one and group support throughout their learning and assessment, using their ILP Individual Learning Plan as the focus for development. This relational approach will be a pivotal factor in achieving positive outcomes for our taura.</p>

2. Demonstrate your readiness to open for Term One 2026 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2026:
- Staffing, including your payroll solution
 - Curriculum
 - Roll
 - Health and Safety

Establishment area	Actions
<p>Staffing, including payroll solution</p>	<p>The establishment lead team would consist of a Tumuaki, covering off the pokai moana (strategy) functions, and an Academic Director leading the pokai whenua (operations) functions. We have the support of the current Tumuaki at the Academy and an experienced advisor for mentoring and advisory support for a new tumuaki at TAHS.</p> <p>We would need to recruit four pou arahi to open the kura, two for year 7-8, and two for 9-10. We would also look to recruit a pou whakamana (guidance and pastoral role), and a Te Reo and Hauora specialist. We would look for functional literacy and numeracy specialists to cover off the core functions in Ingarihi (English) and Pāngarau (Mathematics). We would contract for other cultural practices- kapa haka and mau rākau.</p> <p>We are currently using our local networks to locate potential applicants for these roles.</p> <p><i>We are working with our lawyer to draft IEAs for these roles. We currently have part-time staff in the Academy with experience in year 7-10 delivery that could be contracted to roles in the Charter School if required.</i></p> <p>Due to the size of the Group we are able to share the business support functions with TAHS on commencement.</p>



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

	We plan to contract our payroll function to our current accountant- Eclipse Accounting.
Finance	Contracting existing accountant for Te Aratika Academy and Te Aratika Industry Training, our PTE- Eclipse Accounting.
Curriculum	Our kaupapa across our entities Te Aratika Academy and Te Aratika Industry Training is the same- this is one of the strengths of the Group. We will draw on elements of the marautanga for these entities to develop our Marau-a-TAHS. We will have draft curriculum policies in place to support our delivery from years 7-13.
Roll	We project that we will commence term 1 next year with 60 taura. We are using existing connections with iwi and hapū, feeder primary schools, intermediate schools, and are leveraging our relationships with local high schools to promote the benefits of co-educational delivery at TAHS and our extended provision into years 7-13. We have consulted with our community and stakeholders as articulated above. We already have expressions of interest and whānau waiting for the school to be formally established.
Health and Safety	We currently have robust Health and Safety policies and procedures in place in across the other entities in the Group- Te Aratika Academy, Te Aratika Industry Training, Te Aratika Creative, and Te Aratika Infrastructure. We plan to replicate these policies and processes in TAHS prior to commencement. Through our infrastructure business we have high levels of awareness of risk, and an awareness of the importance of effective policy and processes in place to mitigate risk.

Performance

7. What is your strategy to raise academic achievement and uplift student attendance? How will this benefit the students at the proposed charter school | kura hourua? How will you measure this?

Strategy: attendance

Our strategy to uplift student attendance is relational. From our experience in the Academy our taiohi attend kura for connection- the whānau- based environment described in other sections of this response. We will provide an environment where their language, culture and identity are acknowledged; for many this is an opportunity for our taiohi to safely be exposed to and engage in cultural practices to potentially shift negative perceptions of themselves- an opportunity to be affirmed and supported as wāhine and tane Māori. We are cognisant that taiohi sit in a context- they are part of whānau and communities- we embrace them on this premise. This is where we make our biggest impact- working holistically with whānau and communities to support taiohi, enabling transformation for individual taiohi, those in their homes, and subsequently their communities.

As stated in the previous paragraph our whānau-centric approach is pivotal- we plan to provide kai for our taura- eating together allows us to have another point of connection with our taiohi. This practice enhances the sense of safety and belonging we see as an important engagement factor within TAHS. We will ensure that through individualised learning plans that the strengths, motivations, and interests of each taiohi are reflected in the learning pathways our taura engage in. There will be an ongoing feedback loop about learning; taiohi will have the opportunity to provide pou arahi and pou whenua about the style and content of delivery and they will make adaptations to increase motivation, changing pedagogical approaches and rauemi as required.



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

Strategy: achievement

We have proven over the last eight years in our designated character school Te Aratika Academy that we are able to consistently achieve educational outcomes at levels disparate with the risk factors and previous educational experiences of our taiohi.

Our strategy for raising academic achievement is relational; our taiohi are never considered in isolation when looking at academic outcomes. A taiohi who has a positive sense of wellbeing, and is confident, competent and culturally connected, is better positioned to achieve well academically, and able to achieve NCEA outcomes better than wāhine and tāne Māori in other settings. Enabling environments where language, culture and identity are valued is pivotal to achieving the excellent outcomes we experience in the Academy, and will also experience in TAHS.

The relationships between our pou arahi and pou whenua are pivotal in raising student achievement. Our pou whenua- learning coaches- will enable our taiohi to form a learning focused relationship with someone who will monitor and mentor them through their Individual Learning Plans- ensuring taiohi are on track with their learning, and have the rauemi (resources) and support they need.

Recruitment and development of our staff is another key factor in our achievement strategy. The flexibility around staffing in the charter school environment gives us means we can draw from our whānau whānui, our extended community, to bring the innovative skills needed to enable our taiohi to make exceptional progress in their learning, based around exclusively Māori worldviews and areas of specialist knowledge.

A significant point of difference within our Group is our wider strategic goal of building our community capability through further education and training for our staff. Because our kaupapa is specialised we are planning to develop and deliver Initial Teacher Education through our PTE to grow our pou whenua and encourage them to take up a career in teaching as one of the their professional options- we look to ultimately grow our own kaiako to work in the kura. We know that achievement and growth isn't limited to our taiohi; we are about building communities that are growing and thriving.

8. How will you ensure the standard of tuition will enable you to meet your contracted outcomes in the Performance Management Framework?

As described in other parts of this response we have strategies to ensure a high standard of tuition to enable us to meet our contracted outcomes. We look at actively recruit the best pou arahi for our kura- teachers with experience in working with taura Māori in an immersion of mainstream setting. Broadening our scope to years 7-13 enable access to a broader pool of quality applicants to support our teaching and learning programme.

We have a strong PLD programme, with ongoing professional learning for all our staff. Our priorities are described in **Workforce: Question 5**.

9. What strategies will you apply to enable and support monitoring against each performance measure in the Performance Management Framework?

The primary mechanism of our performance management strategy will be the reporting from management to the governance board. Management reporting on the strategic plan, finances, HR, risk and compliance will enable the board to have visibility across the Performance Management Indicators. At a management level we would be looking for information that would give us confidence that kawa (policy) was being implemented via tikanga (procedures) to track and monitor each indicator, and that strategies to achieve these outcomes were effective and fit for purpose. The proposed strategies for each indicator are described below:

Outcomes	Measures	Standardised Targets	Minimum Performance Threshold	Method	Reporting
Attendance	Regular	80% of learners	35%	Electronic	Daily, termly,



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

	attendance at school (students attending school for more than 90% of the term).	regularly attending		attendance register	and an annual self-audit in June
--	---	---------------------	--	---------------------	----------------------------------

Strategy: attendance

Our strategy to uplift student attendance is relational. From our experience in the Academy our taiohi attend kura for connection- the whānau based environment described in other sections of this response. We will provide an environment where their language, culture, identity, and whānau are acknowledged; for many this is an opportunity for our taiohi to safely be exposed to and engage in cultural practices to potentially shift negative perceptions of themselves- an opportunity to be affirmed and supported as wāhine and tāne Māori, and for their whānau to be embraced as part of our whānau. When taiohi and whānau are at their most vulnerable we wrap around them and hug them tighter and love them more. This is the essence of our kaupapa.

Our whānau-centric approach is pivotal- we plan to provide kai for our taura- eating together allows us to have another point of connection with our taiohi. This practice enhances the sense of safety and belonging we see as an important engagement factor within TAHS.

We will ensure that through individualised learning plans that the strengths, motivations, and interests of each taiohi are reflected in the learning pathways our taura engage in. There will be an ongoing feedback loop about learning; taiohi will have the opportunity to provide pou arahi and pou whenua feedback about the style and content of delivery and they will make adaptations to increase motivation, changing pedagogical approaches and rauemi as required.

We will measure this through daily tracking of attendance for our taiohi, and daily whānau contact to see if any support is required for our taura to attend school. The feedback loop described above also enables us to incrementally improve our content and delivery to hit the sweetspot for our taura.

Outcomes	Measures	Standardised Targets	Minimum Performance Threshold	Method	Reporting
Achievement	Years 3-10 Reading or pānui Writing or tuhituhi Mathematics or pāngarau	80% of learners are at or above the expected curriculum levels	Reading 30% Writing and Mathematics 25%	Assessment tools such as: e-assTtle Progress Achievement Tests Te Waharoa Ararau	Annual self-audit in June, follow up report in December
	Years 11 and above Qualification attainment	95% of school leavers reach NCEA level 2 or above	65%	NCEA level 2 attainment	Annual self-audit in June

Strategy: achievement

We have proven over the last eight years in our designated character school Te Aratika Academy that we are able to consistently achieve educational outcomes at levels disparate with the risk factors and previous educational experiences of our taiohi.

As described in other parts of this response our strategy for raising academic achievement is relational; our taiohi are never considered in isolation when looking at academic outcomes. An intentional focus on



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

structured literacy and numeracy programme, coupled with an integrated hauora approach will ensure success for our taiohi.

A taiohi who has a positive sense of wellbeing, and is confident, competent and culturally connected, is better positioned to achieve well academically, and able to achieve NCEA outcomes better than wāhine and tāne Māori in other settings. Enabling environments where language, culture and identity are valued is pivotal to achieving the excellent outcomes we experience in the Academy, and will also experience in TAHS.

The relationships between our pou arahi and pou whenua are key in raising student achievement. Our pou whenua- learning coaches- will enable our taiohi to form a learning focused relationship with someone who will monitor and mentor them through their Individual Learning Plans- ensuring taiohi are on track with their learning, and have the rauemi (resources) and support they need. We have a deliberate focus of teaching for our taiohi.

Recruitment and development of our staff is another pivotal factor in our achievement strategy. The flexibility around staffing the charter school environment gives us means we can draw from our whānau whānui, our extended community, to bring the innovative skills needed to enable our taiohi to make exceptional progress in their learning, based around exclusively Māori worldviews and areas of specialist knowledge.

A significant point of difference within our Group is our wider strategic goal of building our community capability through further education and training for our staff. Because our kaupapa is specialised we are planning to develop and deliver Initial Teacher Education through our PTE to grow our pou whenua and encourage them to take up a career in teaching as one of their professional options- we look to ultimately grow our own kaiako to work in the kura. We know that achievement and growth isn't limited to our taiohi; we are about building communities that are growing and thriving.

Outcomes	Measures	Standardised Targets	Minimum Performance Threshold	Method	Reporting
Financial performance	Financial health Key indicators include operating surplus, working capital ratio, debt/ equity ratio, operating cash, enrolment variance	-Operating surplus 2-5% -Working capital ratio 2:1 -Debt/ equity ratio 0.5:1 -Operating cash: positive cashflow forecast= actual -Enrolment variance: contextual measure assessed in reports as growing, stable, or decreasing		Annual self-audit in June, follow up report in December	Annual self-audit in June, follow up report in December
	Financial probity -Discharge all contractual obligations before using any profit -Notification when any source of anticipated funding will not				



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

	be available -Notification of any failure to pay debt from borrowed money, or of any expectation they will fail to pay the debt in the future -Related party disclosure -Sensitive expenditure policies in place -Expected use of funds and financial plans				
--	---	--	--	--	--

Strategy: financial performance

The board has significant governance experience in commercial entities, charter school and state school contexts, and has maintained prudent financial practices throughout. It is expected that these financial practices will continue for TAHS. The board's strategy to ensure long-term financial sustainability, oversight, and accountability is as described in **Financial Aquity: Question 2**.

Te Aratika Group supported Te Aratika Academy as a sponsor when we operated as a charter school and as a partner as a designated character school. Te Aratika Group has provided property, plant, and tutors to support the vocational programme and provided expert advisory support from other entities within the group. We are committed to the wider group being part of the ecosystem for TAHS to ensure optimum learning experiences for our taiohi.

Outcomes	Measures	Standardised Targets	Minimum Performance Threshold	Method	Reporting
Standard Minimum Compliance (SMC)	-Minimum of 75% certified teachers employed -Student enrolment requirements -School day, hours, and term date requirements -Reporting requirements -Record keeping and data management -Insurance -Transport provision	SMC measures do not require performance targets. A sponsor's failure to meet standards carries an immediate risk to students and/or school operations		Annual self-audit including a sponsor assurance statement and a self-audit check	Annual self-audit in June



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

	requirements (if applicable) -Property (if applicable)				
--	---	--	--	--	--

Strategy: Standard Minimum Compliance

This information will be monitored via Tumuaki reporting to the Board, via HR, risk and compliance functions. Minimum compliances will form the reporting measures to the board.

10. Describe how will you manage the early identification of issues and risks and what preventative measures will you take to address them.

As described above the primary mechanism for early identification of issues and risks, and the development of mitigation strategies if required will be via management reporting to the board.

Reporting on kura performance

The Board, hapori, whānau and taiohi will assess the kura's performance by taking an evidence-based approach using the following key evaluative questions:

- Are we achieving the goals that are stated in our Annual Plan?
- Are we achieving our strategic goals, priorities and direction?
- Are we meeting the objectives and intent of our Strategic Plan?
- Are teaching and learning programmes meeting the objectives of our Marau ā Kura?
- Are we aligning outcomes to section 127 of the *Education and Training Act 2020*?
- Is the board meeting its other legislative requirements?

The board will monitor these outcomes by regular reporting by the Tumuaki on compliance and non-compliance and any corrective actions.

Ongoing review and development

The Board understands that the *Education and Training Act 2020* requires kura to be involved in an ongoing, cyclical process of evaluation and inquiry for improvement.

The purpose of the kura's review process will be to evaluate:

- education and learning outcomes
 - student attendance, engagement, and progress
 - whānau and hapori engagement
- and make decisions about how to improve performance, set and review priorities and allocate resources accordingly.

The school's review process will be developed using the following Education Review Office documents:

- *Rethinking Governance Indicators for Effective School Review. May 2021*
- *Evaluation Indicators for School Reviews: A theory for improving and revising the leading and managing indicators. May 2021*
- *Effective School Evaluation: How to do and use evaluation for improvement and Internal evaluation. July 2016*
- *Internal Evaluation: Good practice. November 2015*

Aspects of self- review will take place as follows:

Ropū	Participants	Frequency	Area for review
Board	Full board or rōpū	Ongoing	Strategic Plan, Annual Plan, Governance policies, operational policies



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

Kura leadership	Tumuaki, Academic Director, Principal's Nominee, Kaitohutohu	Ongoing	Kura procedures, NCEA assessment procedures, timetabling, staffing
Heads of Kaupapa	HOKs	Ongoing	Marau ā Kura, literacy and numeracy strategies, scheduling, kaupapa for delivery
Pou Arahi and Pou Whenua	All	Ongoing	Pedagogy, courses, assessment standards
Taiohi	All	Ongoing	Programmes, content and approaches
Whānau, whānau whānui, hapori		Periodic	Programmes, content, approaches, outcomes
External	ERO, NZQA, external advisor	Periodic (as scheduled)	NKII indicator implementation, kura effectiveness, NCEA policies and procedure

The Board will continue to build its internal evaluative capability to ensure robust review and development, with a particular focus in developing this capability within a kaupapa Māori context. Periodic external evaluation will support the kura by providing independent assessment of its performance. Insights gained from external evaluation will inform internal development processes.

Financial performance

As described above the board will set a budget based on the identified strategic outcomes and goals and monitored via monthly management reports. Any variance on expenditure will be explained to the board. Standardised financial targets will set the bottom line for performance and be reported on through monthly narrative reporting.

Standard Minimum Compliance

This information will be monitored via Tumuaiki reporting to the Board, through HR, risk, and compliance functions. Minimum compliances will form the reporting measures to the board- any variance will be noted and mitigation strategies developed as required.

11. Outline strategies for addressing academic underperformance.

Based on our experience in the Academy we know many of our taiohi have been disengaged from learning for a significant period of time or may have not had their complex learning needs addressed. As many of our taiohi present with significant learning delays, ADHD, trauma, FASD, or other factors that may impact on their learning, PLD for staff is focused around learning and strengthening pedagogical approaches that facilitate learning for our taura. These approaches, coupled with broadening our provision from year 7 and 1:1 learning support and academic monitoring, are effective in addressing underperformance and enable taiohi to have agency over their learning. We acknowledge the importance of empowered whānau as key to enabling agency and authority over learning, and we provide professional learning to our whānau whānui to support our taiohi and their communities.

12. Describe academic achievement and attendance programmes or initiatives that will enable you to meet/exceed the performance measures.

Strategies to raise achievement

The Academy has proven over the last eight years that we are able to consistently achieve educational outcomes at levels disparate with the risk factors and previous educational experiences of our taiohi. We see these outcomes being replicated in our High School through the application of the same strategies for



Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

our wāhine that have enabled our tāne to be confident, competent, and culturally connected. As described in other parts of this response our strategy for raising academic achievement is relational; our taiohi are never considered in isolation when looking at academic outcomes. A taiohi who has a positive sense of wellbeing, and is confident, competent and culturally connected, is better positioned to achieve well academically, and able to achieve NCEA outcomes that exceed wāhine and tāne Māori in other settings.

We use Deliberate Acts of Teaching (DATs) to ensure our taiohi are achieving. This includes establishing clear baselines via our Individual Development Plan (IDP) processes, understanding the preferred learning styles of our taiohi, interrogating anecdotal and assessment data to identify trends, and the use of structured literacy and numeracy approaches.

The relationships between our pou arahi and pou whenua are pivotal in raising student achievement. Our pou whenua- learning coaches- will enable our wāhine to form a learning focused relationship with someone who will monitor and mentor them in terms of their Individual Learning Plans- ensuring they are on track with their learning and have the rauemi (resources) and support they need.

Attendance Initiatives

The charter school model allows us the flexibility to respond differently to attendance than the Attendance Service and other schools in the state system. We will take a holistic approach to learning- ako torowhānui- and understand that there are many factors that influence attendance and engagement at kura. We also understand that our taiohi do not exist in a void- they exist within a whānau, and factors within the whānau can also impact attendance. Based on this premise we will employ an 'anywhere, anytime' strategy to ensure our taiohi attend kura, and support the ecosystem around our ākonga, promoting attendance and learning as a priority.

We will have a team dedicated to engagement; our Pou Whakamana works alongside taiohi, their whānau and any other supports that may be in their broader ecosystem to ensure conditions are optimal to attend, engage, and progress at kura. This includes directing taiohi and whānau to counselling or addiction support if these are barriers to engagement. They also will pick up students to attend school if required. Our Kaiwhakahaere ā Tari will make calls each AM to the whānau of students who have not arrived at school. Their role is to reinforce the importance of attendance and its links to progress and achievement. We closely monitor attendance and have a flag system to ensure that the appropriate intervention is put in place to improve attendance and engagement.

Requirements for distance learning

Only complete if you are providing education through a distance learning environment.

- 13. Describe how you will you measure and ensure distance student engagement and attendance to meet the targets in the Performance Management Framework (noting that the measures will be agreed in the contract and targets will be the same as those for face-to-face environments).

N/A

- 14. Demonstrate how you will provide pastoral care for distance students, including online safety and adequate supervision of students aged under 16 years.

N/A



Comments on draft agreement

Applicants wishing to propose any amendment to the Specific Terms of the Agreement for consideration must do so as part of this application.

Nil

Application declaration


Complete and sign the application declaration below to complete your application document.

Topic	Declaration	Applicant's declaration
Application Process, Terms and Conditions:	I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.	Agree
Collection of further information:	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> • collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee. • use such information in the assessment of this Application. <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>	Agree
Use of Information:	The Applicant/s agree 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.	Agree
Draft Agreement:	The Applicant/s 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.	Agree
Conflict of Interest declaration:	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 /s will report it immediately to the Charter School Agency and the	Agree



Application declaration

Complete and sign the application declaration below to complete your application document.

	Application Point of Contact.	
Conflict of Interest detail:	No Conflict of Interest to declare.	
Signature:		
Full name:	Wayne MacGillivray	
Title / position:	Kaitohutohu	
Name of organisation:	Te Aratika Charitable Trust	
Date:	12 May 2025	