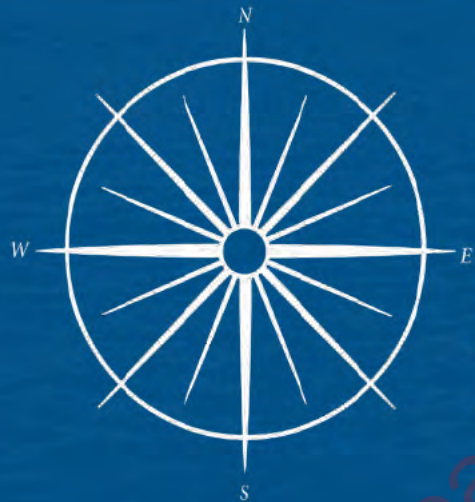


TE KĀPEHU WHETŪ

Navigating Māori Futures

2025





The Response Form

What you'll need to provide

- A written response to our assessment criteria using sections one-three of **The Response Form** and outlined in application document #4: [Our timeline and approach to assessing your application](#).
- There are no page limits, but you must answer all questions.
- Sign the application declaration at the end of this document.
- If you have new governing members, complete statutory declarations for all new governing members.
- If you have any comments with regard to the draft contract, use section four of **The Response Form**.
- If anything has changed since submitting your stage one application, use section five of **The Response Form**.

This document **The Response Form** is part 5 of 5 application documents. Please make sure that you read all documentation provided including the additional appendixes.

Submitting your application

1. Applications must be submitted electronically through the GETS e-Tender box function no later than **midday; 12:00pm, 11 October 2024**.
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 immediately 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 – Response 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.

Part One. Sponsor Capability

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

Questions 1-2: Financial acuity

1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.
2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.

Question 1.1 Profit & Loss Balance Sheet

TE KAPEHU WHETU - TAMAKI

100 Students 2025

125 Students 2026

150 Students 2027

ANNUAL BUDGET

9(2)(b)(ii)

Released under the Official Information Act 1982

9(2)(b)(ii)

Released under the Official Information Act 1982

[Insert your answer to question 2]

PART 1: SPONSOR CAPABILITY

Demonstrate the leadership of the sponsor and how the proposed governance structure will support operations and outcomes of the Charter School

Question 2: Financial Acuity

Demonstrating how you'll use the profit and loss (P&L) statement to influence governance and decision-making is crucial for establishing financial accountability and effective management in the charter school.

Utilising Profit and Loss Statements for Governance and Decision-Making

1. Financial Transparency and Accountability

- **Regular Reporting:** The P&L statement will be prepared monthly and reviewed by the governance board to ensure transparency. This allows board members to understand financial performance and facilitates informed discussions.
- **Clear Metrics:** Establish key performance indicators (KPIs) based on P&L data, such as revenue per student, expense ratios, and net profit margins, to track the school's financial health over time.

2. Data-Driven Decision-Making

- **Informed Budgeting:** Use P&L insights to inform the annual budgeting process. Historical data from previous years will help predict future revenues and expenses, allowing for realistic financial planning.
- **Strategic Resource Allocation:** Analyse expense categories to identify areas for cost savings or investment. For example, if personnel costs are rising faster than revenue, the board may need to consider adjustments in staffing or professional development.

3. Responsive Governance

- **Quarterly Reviews:** Conduct quarterly financial reviews with the board to discuss P&L outcomes, enabling timely responses to any financial issues or trends. This ensures the governance structure is agile and can make necessary adjustments promptly.
- **Scenario Planning:** Use P&L data to run various financial scenarios (e.g., enrolment changes, funding fluctuations) to inform governance discussions on strategic direction and risk management.

4. Financial Health as a Governance Priority

- **Investment Decisions:** When considering investments (like new programs or facility upgrades), refer to the P&L to assess affordability and potential return on investment, ensuring that decisions align with the school's financial capacity.
- **Funding Strategy:** Utilise P&L forecasts to guide fundraising efforts, identifying target revenue needs and aligning outreach with the school's financial goals.

5. Continuous Improvement and Evaluation

- **Performance Feedback Loop:** Establish a feedback mechanism where P&L results influence governance decisions. For example, if a particular program shows a negative impact on the P&L, the governance board can evaluate its continuation or modification.
- **Stakeholder Engagement:** Share P&L insights with stakeholders (teachers, parents, community members) to foster a culture of transparency and collaboration in financial decisions, ensuring that governance reflects the community's needs and priorities.

Conclusion

By integrating profit and loss statements into the governance structure, you create a robust framework for decision-making that emphasises financial health, accountability, and strategic foresight. This approach not only enhances the school's financial performance but also fosters trust and engagement among stakeholders, ensuring the long-term sustainability of the charter school.

This structured approach shows a commitment to using financial data proactively to guide the school's governance and operational decisions effectively.

Questions 3-5: Leadership and community

3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.
4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

PART ONE: SPONSOR CAPABILITY

How will the proposed Governance structure support operations and outcomes of the Charter School.

Question 3: Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment.

For the Trust as the Sponsor and Te Kāpehu Whetū as the Kura, we come first and foremost with a trusted reputation that is backed by 15 Years of experience and success in the Charter School and educational space.

We bring clarity in relation to Governance, by presenting a well-defined vision, with clear lines of authority, clear role definitions, with a strong, capable leadership team that report regularly to whanau via internet socials and/or kanohi ki te kanohi. Check our website for current examples of communication through our Kura in Whangarei www.tkw.ac.nz

We bring with us valuable networks from our associations with Iwi, educationalists, universities, IT/Tech industry players, right through to numerous connections in high performing sports.

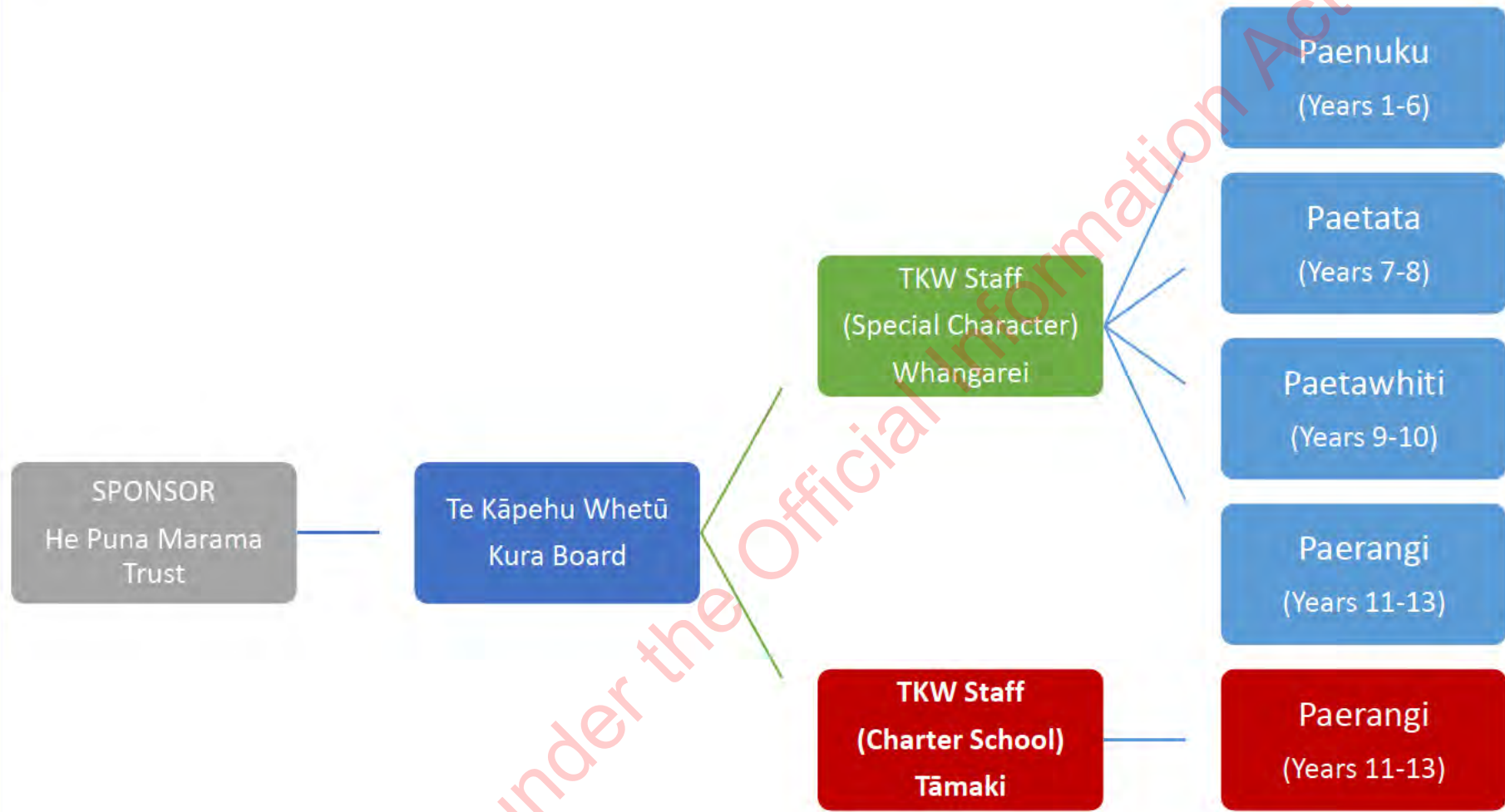
And importantly, after 15 years of mahi in this space, we know that there is a gap for many whanau from Tai Tokerau seeking a safe pathway for their taiohi, into higher learning, new opportunities, and for those who have the ability, access to high performance sports. This Kura can provide that pathway.

Ultimately, it is imperative that we articulate our vision and aspirations for our ākonga and our Kura clearly to whanau, ākonga and community. Our ability to present as a trusted Sponsor, with a positive reputation, and a tested education model, is a compelling value proposition and will enable us to answer the question that sit at the core of whanau's hearts and minds.

“Will this Kura make a difference for my child, provide new opportunities and ensure their safety?”

Answering this question, is core to attracting whanau and ākonga to our Kura!!!

1. Governance Structure



TE KĀPEHU WHETŪ - PROPOSED GOVERNANCE STRUCTURE:

Released under the Official Information Act 1982

A. SPONSOR - He Puna Marama Trust

- **Composition:** Diverse, experienced members with expertise in kaupapa Māori programme development and delivery, expertise in Finance, Law, Education and Community development including:
 - 5 yrs' experience managing the Leadership Academy hostel
 - 10 yrs' managing our Charter school/Special Character school
 - 15 yrs' managing the Academy of A Company
 - 25 yrs' of establishing and managing five Early Child Centres
- **Responsibilities:** Set vision and kaupapa, set policy and compliance requirements, approve budget/resourcing, and review performance.
- **Current Board Members:**
 - Adrian Warren – Kaumatua & Chair
 - James Nair – Chartered Accountant
 - Jason Pou – Lawyer
 - Professor Nathan Matthews – Academic Education Leader
 - Raewyn Tipene – Executive Education Leader
 - Kaye Taylor – ECE Education Leader

B. BOARD – Te Kāpehu Whetū Board

- **Composition:** will includes members who are:
 - Iwi representatives with strong links to their communities/whanau
 - Expert knowledge in the use of tikanga and te reo and/or
 - Expertise in education and/or
 - Experience in governance and/or boards
 -
- **Responsibilities:** Ensure the school:
 - Promotes, and adheres relentlessly to the vision and kaupapa of the kura, setting the strategic direction and value proposition
 - Approve and monitor the Kura's strategic plan and annual plan
 - Sets, reviews and reports on the Kura's annual targets that ensure every ākonga achieves, succeeds and flourishes
 - Establishes policy and ensures robust compliance adherence, especially in relation to Health and Safety policy and practice
 - Resource and enable an aspirational Kura culture and curriculum that underpins the vision of the Kura
 - Promote staff professional development and growth

- Oversight of budget, policy, staffing and strategy
- Builds and maintains key relationships with whanau/community
- Honours Te Tiriti o Waitangi

C. Kura Leadership Team

- **Pouhere (Principal):** Responsible for the Strategic plan/Annual plan development and rollout, to ensure the Kura's direction, priorities, policy, planning, curriculum refinement and staff professionalism and passion, are sustained, enabling the vision. To engage key partners and create enduring, beneficial and constructive relationships.
-
- **Pou Arataki (Deputy Principle):** Responsible for the day-to-day operations, curriculum delivery, staff management, ākonga PLPs are completed and continuous, informative, communication with whanau
-
- **Pou Whakahaere (Executive Administrator):** Supports the Pouhere/Pou Arataki with planning, operations, financial management, policy review and whanau/community outreach.

D. Kura Staff Team

- **Pou Ako (Teacher):** Responsible for the facilitation of learning, imparting knowledge but also inspiring and guiding students to think critically, develop skills, and foster a love of learning. Pou Ako create a supportive and engaging environment, assess students' progress, and adapt their teaching methods to meet diverse needs. Each Pou Ako will mentor a group of ākonga, to assist them complete and progress their Personal Learning/Life Plan. Additionally, with all staff they will play a vital role in shaping students' social and emotional development, helping them navigate challenges, build confidence and resilience.
-
- **Pou Awhina (Teacher Aides):** Provide support to Pou Ako throughout the day, across a number of settings connected to the skills they bring ie: in-class support, sport & fitness, EOTC, mentoring and guidance
-
- **Pou Tautoko (Office Administrator):** Provide administration, care and support for ākonga and Kura staff and whanau.
-
- **Pou Whare Noho (Hostel Manager/Staff):** Management of morning and evening care of ākonga boarding at the Kura hostel.

2. Value Proposition

A. Vision and Mission

- **Sponsors Vision: Tino Rangatiratanga**
 - **Kura Vision:** “Create a learning environment that prepares students for future success, fostering a deep connection to our culture, our language, and the environment, inspiring future generations to shine as leaders in a diverse world”
- **Sponsors Mission: Whanau Prosperity**
 - **Kura Mission:** “Te Kāpehu Whetū is dedicated to providing high quality, personalised, innovative learning environment that prioritises cultural heritage, academic excellence, and personal growth. We strive to inspire our students to embrace healthy lifestyles, critical thinking skills, and a desire to engage actively in their Whanau, Hāpu, Iwi, and communities, fostering a sustainable future for all”

B. Educational Approach

- **Curriculum:** Based around the Kura’s 3 Pou:
 - **Kia Māori: Be Māori: BE**
Focus = Te Reo Māori me ona tikanga, Matauranga Māori
Plus = Waka, Maramataka, Mahinga Kai, Kapa Haka
 - **Kia Mātau: Be Educated: KNOW**
 - **Social Science PLUS** = Social Justice, English, History
 - **Science PLUS** = STEM (Science, Technology, Engineering, Math)
 -
 - **Kia Tū Rangatira Ai: Be Rangatira: DO**
 - **Tū Rangatira** = Academy of A Company/Nga Mareikura
 - **Tū Hauora** = Health, Fitness, Sports, PE
 - **Tū Maui** = Business, Entrepreneurship
 - **Tū Toi** = Toi Māori, Performing Arts, Music
- **Personalised Learning:** Implement Personal Learning/Life Plans (PLP) to develop each ākonga strengths and needs and a roadmap to success.
- **Outsourced Educators:** Being based in central Auckland, in the university precinct means we have access to a host of educational providers from the Arts, Performing Arts, Culinary, IT, Food Tech, Sport & Rec trainers who have their own training facilities, Labs and educational spaces. Instead of Pou Ako for each area we will work with suitable educators to access programmes that enable variety of learning and opportunities.

C. Value Statement

"At Te Kāpehu Whetū, we empower students to embrace their cultural heritage while achieving academic excellence and personal growth. Our holistic approach combines well-rounded development, innovative learning with strong whanau and community values, in a safe, nurturing environment ensuring each student develops the skills, knowledge, confidence, and values base needed to thrive in a diverse world"

"Choose us for an education that nurtures not just minds, but hearts and wairua for the benefit of our whanau, our communities and our future"

- **Holistic Development:** To ensure well-rounded development, the Kura operates under Te Whare Tapa Wha, developing:
 - Taha Tinana (physical wellbeing)
 - Taha Hinengaro (mental & emotional wellbeing)
 - Taha Wairua (spiritual wellbeing) and
 - Taha Whānau (strong whanau connect and social wellbeing)
- **Whanau Involvement:** The Kura actively involve whanau in the school community through volunteer opportunities, hui, workshops, and Kura events. Whanau are kept informed with regular panui and social media
-
- **Safe and Inclusive Environment:** Foster a safe, inclusive environment, an ethos of safety and a culture of respect, and belonging for all students.

D. The Kura Pledge

- **We the Kura and the kura whanau commit** to work together to equip our ākonga with the skills, knowledge, values and attitude they will need to succeed in this every-changing world
- **AND** to grow their resilience, their mind-set that will allow them to make the most of opportunities that Kura and life affords

3. Proactive Outreach – Attracting/Keeping Whanau and Students

As with Te Kāpehu Whetu – Whangarei, the Tāmaki campus will have a proactive approach to whanau engagement. Below are examples of our strategies and outreach. Check out our website www.tkw.ac.nz

A. Proactive Strategy

- **Brand Development:** We have created a strong school identity through a memorable name, tohu, and messaging that resonates with whanau.
- **Whanau Engagement:** We host information hui, and showcase ākonga mahi and the Kura's offerings, particularly to new whanau
- **Whanau Term Hui:** Each term we hold Whanau hui to present high level Term plans, go through key policy reviews and to discuss key issues that might arise over the year ie: danger of excessive device use

B. Communication Strategy

- **Website and Social Media:** We will maintain an engaging online presence with regular updates on school activities, achievements, and educational resources.
- **Panui:** We communicate weekly with whanau to keep them informed about school events, to involve them in weekly activities and happenings at Kura, so that they feel a part of their taiohi development
- **Whakapiki Hui:** At least three times a year we organise a catch up with each whanau to review ākonga plans and academic progress and to reset goals (Cultural, Academic, and Personal) for the following Term.

C. Enrolment Incentives

- **Open Enrolment:** Considerable effort is put into enrolment marketing at the end of each year but we also run an open enrolment programme, allowing interested whanau to consider bringing taiohi in at beginning of each Term. For Tāmaki, there will be an expectation that ākonga come with developed reo skills, sound academic achievement and/or high performance in sports/fitness/health, as well as 1 year of proficient school reports. If we have limited spaces, then a ballot system operates.
- **Referral Programs:** We encourage current whanau to spread the word about the Kura and to refer new students

4. Continuous Improvement

A. Feedback Mechanisms

- **Surveys and Forums:** as with our Whangarei campus we will regularly solicit feedback from whanau, ākongā, and staff to assess needs and improve practices. We do this at hui, through surveys and panui.
- **Performance Metrics:** We will put in place key performance indicators (KPIs) to measure academic outcomes (for Kura not individual results), student engagement, student attendance and community satisfaction. Results and progress reports will be circulated with key partners and whanau

5. Key Elements For Success

A. Positive Kura Culture

- **Kura Culture:** Building a positive school culture is essential for fostering a supportive and engaging learning environment. It is essential that ākongā, whanau and staff feel part of the Kura and its development and have pride in what we do and how we do it. We do this by:
 - 1. Strong Connection with our History:** We have established a Kura that reflects our history, with a name and values that come from Rangatira and Tohunga. It connects us strongly to our past, to the Pacific and makes everyone feel part of something bigger than self.
 - 2. Clear Core Values:** Similarly, the Kura's core values come down to us from the past. We promote living these values each day as ākongā, whanau and staff, through our tikanga, our mahi and common goals
 - 3. Creating a Safe Environment:** Ensuring the Kura is a safe place is critical to our success. We will have clear policies against bullying and discrimination. We will have an open door policy for ākongā who need to speak about concerns or seek help. We will have an adult mentor for each ākongā, who will provide immediate support where necessary. Health and Safety policies are fundamental and will be utilised openly. Several senior staff will pass their eyes over outdoor education activities and RAMs to ensure safety, especially any activity including water. The Leadership Team will have a daily drill of checking in on each ākongā to ensure they are doing ok and coping. The Pou Whare Noho (Hostel staff) will also complete daily checks on each ākongā.
 - 4. Core Kura Support:** In addition, we will establish connections and working agreements with medical centres/doctors, Hauora workers and counsellors, to ensure we can access appropriate clinical support for ākongā and staff should we have a need.

- 5. Promoting Inclusivity:** We promote inclusivity by ensuring all ākonga know their whakapapa. Via common whakapapa, through the tribes of the North, we are all connected. This ensures that every ākonga and whanau feel included and part of the mission.
- 6. Encouraging Open Communication:** We encourage open communication channels for ākonga, Kura leaders, Pou Ako, and whanau to share their thoughts and feedback through regularly Hui, surveys and specific meetings.
- 7. Foster Positive Relationships:** We will develop mentorship programs, and team-building activities that promote supportive, positive relationships between ākonga and Pou Ako.
- 8. Recognise Achievements:** We will ensure that we celebrate achievement in the 3 Pou both formal (like awards) and informal (like shout-outs). This builds pride in the Kura, and appreciation and recognition of achievement, hard work and determination.
- 9. Involve Students in Decision-Making:** We will have student leadership roles and will create opportunities for them to feed into activity planning and decision making. Ākonga can also provide feedback on policy reviews and key plans as they are presented to the Kura to consider. We encourage ākonga to discuss their thoughts with Leadership and staff about how they see improvement for operations and curriculum.
- 10. Cultivate a Growth Mind-set:** Constantly encourage a love of learning by emphasising effort, persistence, and learning from mistakes.
- 11. Organise Community Events:** Plan events that bring the school community together, such as market days, sports days, performances, and community service projects.
- 12. Lead by Example:** School leaders and teachers should model the values and behaviours they wish to see in students. Leadership plays a critical role in shaping school culture.

We have found implementing these strategies consistently in Kura will lead to a thriving school culture, where everyone feels they belong are respected, engaged, and motivated to succeed as part of a vision and mission set within our common history.

B. Professional Development – Growth Cycle

- **Staff Training:** Investing in ongoing professional development of staff is paramount, to ensure teachers are equipped with the latest educational practices and technologies, so that our ākonga are informed suitably and have access to the latest curriculum.
- **Provide Professional Development:** We will also continually invest in training for teachers on social-emotional learning, conflict resolution, and inclusive practices to support a positive culture as well as areas of interest that will provide opportunities to advance our ākonga in their knowledge and skill acquisition.

C. Planning and Regular Review

- **Strategic & Annual Planning:** The Board will provide the Pouhere guidance on the elements they seek in the 5 year Strategic Plan. In addition, the Pouhere and the Leadership Team will complete an Annual Plan for the Kura. Both will be made available to whanau and Partners for comment.
- **Strategic Plan Review:** Once a quarter the Board will conduct a review of the Strategic Plan and note progress and development.
- **Annual Plan Review:** At every Board meeting the Pouhere will complete an report against the Annual Plan for the Board to comment and note
- **Reporting:** Progress reports for the Strategic Plan and Annual Plan will be posted in the Panui for whanau and on the Website for the community.

D. Reviews: Governance and Leadership effectiveness, and educational outcomes will be reviewed annually and strategies adjusted or added too

Conclusion: An experienced, passionate Governance and Leadership team, skilled Staff, a historical, active connection, an exciting value proposition, and proactive outreach will be key in attracting whanau and ākongā to our new Kura Hourua.

A focus on building a community that values ‘Being Māori, Being Educated and Being Rangatira’, inclusivity and personal growth is critical to ensuring that all stakeholders feel involved and invested in the Kura’s success and future.

“Will this Kura make a difference for my child, provide new opportunities and ensure their safety?”

Our Value Proposition

Te Kāpehu Whetū is a Kura based within a cultural context

It Is Future Focussed

With an experienced, passionate, skilled Sponsor, Board, Leaders and Staff

With Whanau, Hāpu, Iwi and Community support

Underwritten by the 3 Pou, Core Values and a Positive Culture

With An Eye on Safety, Inclusivity, Personal Growth

Based in Auckland Central’s University Precinct

Positioned to access a raft of opportunities

To enable high performing ākongā to be our norm!

PART 1: SPONSOR CAPABILITY

Demonstrate the leadership of the sponsor and how the proposed governance structure will support operations and outcomes

Question 4: How will the Governance and organisation structure positively impact student achievement and attendance?

a) As expressed comprehensively in Question 3, we provide an experienced, dedicated governance team and organisational structure that will build a Kura that seeks to significantly enhance student achievement. Key elements are:

1. Clear Accountability and Leadership

- **Defined Roles:** We have a governance structure with skilled members, experienced in the sector, with defined roles and responsibilities, and a directive to ensure success and accountability among leaders and staff. This clarity prioritises student needs and enhances decision-making that focuses on student well-being, engagement, attendance and achievement.
- **Visionary Leadership:** We have accomplished, passionate leaders who are here to make a difference, they have a clear vision to create a high performing Kura that ensures cultural inclusivity, academic excellence and student personal growth; inspiring students, whanau and staff alike to consciously Be Māori, Be Educated, Be Rangatira.

2. Culturally Responsive Practices

- **Integration of Māori Values:** Māori perspectives and practice are core within the Kura governance and organisational framework. This provides an exemplar for ākongā, which leads to having a strong sense of belonging and self-worth, both in oneself and in ones Kura. This approach creates a culture of inclusivity that encourages an ethos of high attendance, participation and thus achievement

3. Focus on Holistic Care

- **Student-Centred:** A governance structure that prioritises ākongā well-being, ensures that their academic, social, and emotional needs are addressed. This approach helps ākongā feel supported and a valued member of the Kura, leading to improved attendance and achievement.
- **Support Services:** Governance will require support services (health, counselling, tutoring, extracurricular activities) be put in place, that cater to diverse needs and support, reducing barriers to learning.

4. Effective Communication Channels

- **Regular Updates and Feedback:** An effective organisational structure promotes transparent communication among staff, ākonga, and whanau. Regular updates on student progress and school initiatives foster a sense of community and encourage whanau involvement, which is linked to better attendance and achievement.
- **Feedback Mechanisms:** Establishing ways for ākonga and whanau to provide input allows for adjustments to programs and practices, ensuring they meet the needs of the community and leading to improved outcomes.

5. Data-Driven Decision-Making

- **Performance Monitoring:** A governance structure that emphasises data collection and analysis to identify trends in student performance and attendance. This enables proactive interventions for at-risk students and informs instructional practices.
- **Goal Setting:** Clear educational goals based on data allow the leadership to focus resources and efforts where they are most needed, driving improvements in both achievement and attendance.

6. Professional Development and Teacher Support

- **Ongoing Training:** A structured approach to professional development ensures teachers receive the training necessary to implement best practices and culturally responsive teaching methods. This directly impacts ākonga engagement and success.
- **Collaboration and Support:** Encouraging collaboration among educators fosters a supportive environment where teachers share strategies and resources, ultimately benefiting ākonga learning.

7. Incentives and Recognition

- **Celebrating Success:** Governance that recognises ākonga achievements (cultural, academic and personal accomplishments) fosters motivation and encourages continued effort, positively impacting attendance.
- **Incentive Programs:** Developing programs that reward positive attendance and academic performance to incentivise ākonga to engage more fully with their education.

8. Day to Day Practice

Attendance:

- i) **Monitoring and reporting** - through the student management system - Kamar to ensure we meet the target of 80% of student's regular attendance
- ii) **Pou Whare Noho (Hostel) staff are responsible** - for ensuring ākongā are well slept, eat healthy, prepared for the day and make it to Kura on time
- iii) **Establish clear communication** - between Kura Admin and Whare Noho staff so any absences can be followed up same day
- iv) **Zero tolerance** - for unexplained absences
- v) **Clear expectations with whānau** - around the importance of attendance and the detrimental effect of taking ākongā out of Kura
- vi) **Fortnightly attendance reports** - to the Pou Arataki along with the academic progress check ins
- vii) **A culture of high attendance - is the norm**

Academic progress:

- viii) **Build the norm** - Expectation students will achieve the corresponding NCEA level for their year level in that year.
- viii) **Build the norm** - Expectation of achieving merits and excellences in NCEA
- ix) **Small class sizes** - with more one on one support when needed
- x) **Daily study groups/time** - at the Whare Noho in wananga style format
- xi) **Build the norm** - A culture of excelling is the norm
- xii) **Fortnightly check ins** - with Pou Arataki for attendance and academic progress and to develop strategies in areas where there are struggles

xiii) Prioritise excellent rapport and communication - between Pou Ako and ākonga

xiv) Pou Ako adapt assessments tasks - to suit the learning and knowledge base of the students in front of them

xv) Identify - extra tuition where required and deliver on it

xvi) Whakapiki Hui (Academic progress) - updates with the ākonga and whanau each Term

Conclusion:

A robust, committed, passionate governance and organisational structure creates a positive Kura culture and a supportive environment. This enhances student sense of belonging, achievement and attendance.

By prioritising clear roles, holistic education, effective communication, data-driven decisions, Pou Ako support, Kura can foster a culture of success and engagement that benefits all ākonga.

b) In terms of key responsibilities of our Pou Ako workforce in relation to ākonga at our Kura Hourua. Here's our approach:

Key Responsibilities of the Pou Ako Workforce

1. Student-Centred Learning

- **Individualised Instruction:** Tailor lessons to meet diverse learning needs and styles.
- **Engagement:** Foster an inclusive environment that encourages active participation.
- **Feedback and Assessment:** Regularly provide constructive feedback to guide student progress.
- **Māori Pedagogies:** Provide a culturally safe space with teaching strategies that reflect Māori ways of knowing and learning

2. Cultural Responsiveness

- **Incorporating where suitable Te Ao Māori (Māori Worldview)**

- 1. **Curriculum Design:** Integrate Māori history, perspective culture, and values across subjects, practice and learning.

- 2. **Utilise te reo Māori:** throughout the day

- **A Māori Focus:** Māori perspectives, language and values to be used in curriculum content and delivery to provide context and comparison.

- **Cultural Competency:** All educators receive training to understand and respect the backgrounds of all ākonga.

- **Community Engagement:** The Kura will collaborate with local iwi and community members to enrich the educational experience.

-

3. Holistic Development

- **Social-Emotional Learning:** Implement programs that support emotional well-being and ongoing development of social skills.

- **Physical Health:** Rigorously promote and role model healthy lifestyle through continuous physical activity and healthy living

- **Integration of Values:** Embed our values such as manaakitanga, whanaungatanga, kaitiakitanga and Ūkaipo into Kura culture.

- **Life Skills:** Continually provide learning opportunities that build ākonga personal capabilities in resilience, teamwork, problem-solving and the growth of emotional intelligence.

-

4. Professional Development

- **Continuous Learning:** Pou Ako will engage in ongoing professional development to enhance teaching practices.

- **Peer Collaboration:** Encourage sharing of strategies and resources among staff for collective growth.

-

5. Safe and Supportive Environment

- **Wellbeing Programs:** Establish, deliver and/or support initiatives that promote mental health management and personal wellbeing.

- **Positive Behaviour Management:** Implement strategies to create a respectful and safe learning space.

c) Operational

Day-to-Day Operationalisation

1. Daily Lesson Planning

- **Develop lesson plans:** that incorporate differentiated instruction and inclusion of elements relevant to Māori ākonga.
- **Use collaborative planning:** sessions among teachers to align on learning goals and strategies.
-

2. Regular Check-Ins

- **Schedule daily or weekly check-ins:** with ākonga to monitor academic and emotional wellbeing.
- **Utilise informal assessments** to adapt instruction based on class and ākonga needs and maximise learning.
-

3. Professional Learning Communities

- **Establish regular meetings for Pou Ako:** to discuss best practices, share resources, and plan relevant lessons.
- **Use peer observations:** to provide feedback and support professional growth.
-

4. Support Systems

- **Implement a mentorship program:** for new Pou Ako focusing on best practice, maintaining up to date NCEA requirements and development of culturally responsive pedagogy.

Conclusion:

By clearly defining responsibilities and operational strategies, we can demonstrate a strong commitment to fostering an inclusive, culturally responsive, safe and supportive learning environment for all students.

By embedding a Māori focus throughout our Kura Hourua operations, we will create an enriching environment that respects and celebrates our culture, fostering a strong sense of belonging for all students.

This approach is critical to underwriting high attendance and achievement.

PART 1: SPONSOR CAPABILITY

Demonstrate the leadership of the sponsor and how the proposed governance structure will support operations and outcomes

Question 5: As a leader or potential leaders in your community, demonstrate with a stakeholder breakdown how the community consultation that you have undertaken has informed your decision about your Charter School, identifying where there is risk and where there is support for your school.

a) As previously mentioned: The Trust, as the Sponsor has 15 years' experience in the education space;

- 5 years initially with the Leadership Academy of A Company, then
- 5 years as one of the first Charter schools and then
- Last 5 years as a Special Character school in mainstream

Over those 15 years we have learnt considerably about the hopes and dreams of whanau who have been part of our services. This has fed into our vision, and decision to establish a 'finishing Kura' in Tāmaki. Their feedback over the years has given us valuable insights into their aspirations for their tamariki:

- They envision a future where their tamariki/taiohi will live in a world that recognises and celebrates them as Māori
-
- That their tamariki/taiohi will acquire the ability to korero I te reo Māori , know their whakapapa, histories and can conduct themselves, me ona tikanga, capably in all settings as Māori
- That their tamariki/taiohi will grow to be masters of their own destinies with the skills, knowledge and personal attributes necessary to navigate a changing world
- That their tamariki/taiohi are able to experience opportunities that open their eyes to new possibilities and prospects BUT forever remain connected to home, whanau and their whenua.
- And they can do so with a healthy outlook, sound physical, mental and spiritual health, in a safe Kura environment in a caring community, with friends and whanau.

b) **Going forward: a stakeholder breakdown and community consultation process is crucial for continually growing our Kura Hourua in a way that aligns with the values and needs of the whanau we know, and whanau we are yet to meet.**

Here is how we might structure this, along with considerations for informing decisions and identifying risks:

Stakeholder Breakdown

1. Students

- Current and prospective students.
- Māori specifically but also cultural communities who might see value in our Kura for their taiohi.
-

2. Parents and Whānau

- Parents of current students and potential future students.
- Whānau representatives from other cultural backgrounds.
-

3. Community Leaders

- Local iwi and Māori leaders.
- Community organisation (e.g., youth services, health providers).
-

4. Educators and School Staff

- Current teachers, administrators, and support staff from our existing Kura in Whangarei.
- Potential employees/contractors for our Kura Hourua
-

5. Local Government and Educational Authorities

- Representatives from the Ministry of Education and local council.
- Education advisory groups and boards.
-

6. Business and Industry Partners

- Local businesses that could support internships, sponsorships, or partnerships.

7. Advocacy Groups

- Organisations focused on educational equity, cultural responsiveness, and youth development.

c) Potential Community Consultation Process

1. Surveys and Questionnaires

- Distribute surveys to gather input on educational needs, desired programs, and community values.
-

2. Community Meetings and Workshops

- Hold hui with stakeholders to discuss the vision and gather feedback and answer questions
- Hold workshops specifically focusing on community aspirations.
-

3. Focus Groups

- Conduct focus groups with diverse stakeholder representatives to dive deeper into specific issues or ideas.
-

4. Partnerships with Local Iwi

- Establish formal partnerships with local iwi to ensure ongoing consultation and support
- See attached support letters from key local iwi.
-

5. Feedback Mechanisms

- Create channels for continuous feedback from the community, such as an online platform.

d) Informing Decisions

1. Data-Driven Insights

- Use the data collected from consultations to identify key themes, priorities, and needs of the community.

2. Cultural Alignment

- Ensure that decisions regarding curriculum, teaching methods, and school values align with whanau/community expectations and values

3. Iterative Process

- Be prepared to revisit and adjust plans based on ongoing feedback, demonstrating responsiveness to stakeholder needs.

e) Identifying Risks

1. Community Buy-In

- Risk lack of support if stakeholders feel they're not heard.
- **Mitigation:** Ensure inclusive consultation processes.
-

2. Cultural Misalignment

- Risk of inadequately representing local Māori
- **Mitigation:** Engage actively with local iwi and cultural experts.
-

3. Resource Limitations

- Potential financial or logistical challenges in implementing programmes.
- **Mitigation:** Have an Annual plan and budget in place, monitor to ensure sustainable resource allocation
-

4. Stakeholder Disengagement

- Risk of losing momentum if stakeholders feel the consultation process is a one-time event rather than ongoing.
- **Mitigation:** Establish regular communication updates and involve stakeholders in ongoing decision-making.
-

5. Sustainability of Initiatives

- Risk of initiatives being short-lived if not properly integrated into the school culture.
- **Mitigation:** Develop and implement a strategic plan that's intent is embedded throughout all aspects of school operations.
-

6. Regulatory Compliance

- Ensure that the charter school meets all legal and educational requirements. Risk of delays if not adequately addressed.
- **Mitigation:** Stay informed about regulations

Conclusion:

We need to take care when we propose to engage with stakeholders. We must be tika. Experience has taught us we must follow through with a robust consultation process to minimise risks while fostering a strong sense of ownership and support within the community.

Part Two. Contribution to the wider school network

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

Questions 6-8

6. As well as uplifting academic achievement and attendance, how will the school positively impact it's students and contribute to the wider school network / education sector?
7. How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?
8. Why would parents/families choose your Charter School over other schooling options that are already available to them?

PART TWO: CONTRIBUTION TO THE WIDER SCHOOL NETWORK

Demonstrate what impact the school will have with student and the wider school network and how it will prepare students for life in wider society

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

1. Kaupapa

The kaupapa of the Kura makes a distinct difference for whanau and ākonga seeking an environment that validates who they are, provides learning that can underpin their futures and develops their skills and personal capabilities so that they can live with mana and positivity.

In other words, a Kura that enables ākonga to:

Kia Māori - Be Māori – BE

Kia Mātau – Be Educated – KNOW

Kia Tū Rangatira Ai – Be Rangatira – DO

2. Education Strategy:

The key educational features of Te Kāpehu Whetū – Tāmaki Makaurau will be a learner-centred Kura, with personalised learning plans, and an emphasis on consolidating core subjects, to advance ākonga knowledge in the future focused areas of Science Plus and Social Science Plus.

PLUS: Acquisition of 21st century skills utilising experiential learning and inquiry-based teaching to develop strong critical thinking skills, capability in collaboration, communication, innovation, as well as creativity with an entrepreneurial outlook is important.

There will be a focus on mastering skills, and pursuit of personal excellence for the development of rangatira characteristics.

The Kura will access programmes provided by other education entities to provide value and variation. Of course, incorporating Te Reo Māori, tikanga, and matauranga Māori into the curriculum is a given.

3. Opportunity for Students:

The model provides opportunities for ākonga in proposed communities (Whangarei, Tai Tokerau and Tāmaki Makaurau) to have access on a daily basis, to universities, a range of education providers, key industries and high performing sports teams/coaches. Currently the only way whanau can access such opportunities for their taiohi, is through one of the larger Auckland schools ie: Mt Albert, Auckland Grammar, Epsom Girls, and Kings College. This can be difficult for whanau to navigate unless they already have connections. This proposed Charter school is backed by our own, is familiar, is accessible has strong links to Iwi, Hāpu, whanau and a history of 10 years.

We also bring:

Leadership Of A Company

This Charter School gives access to the Leadership Academy of A Company, an opportunity for every Tai tama tāne who enters Te Kāpehu Whetū, to join the ranks of the Academy and be part of a living legacy.

The Academy pays tribute to the 28 (Māori) Battalion and the proud tradition of the men of A Company which stretches from Cape Reinga in the north to the Bombay Hills in the south. It was established in 2009 by He Puna Marama Trust with the backing of the last remaining men of A Company, ^{9(2)(a)} [REDACTED] [REDACTED] Launched to provide rangatahi with the history, knowledge and attributes necessary to honour the legacy of the Battalion and most importantly live lives of value and mana.

^{9(2)(b)(ii)} [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Long-Term Impact

The establishment of a Kura Hourua of this nature, providing spaces for ākonga from Tai Tokerau and wider Tāmaki Makaurau, is likely to have a significant impact on those who have a desire to develop and advance their education, career and/or sporting opportunities.

It will have long lasting, far-reaching outcomes for ākonga, their whanau and their communities.

(attach support letters from Tech companies/education providers)

PART TWO: CONTRIBUTION TO THE WIDER SCHOOL NETWORK

Demonstrate what impact the school will have with student and the wider school network and how it will prepare students for life in wider society

Question 7: How will the school help prepare students for life in wider society, outside the specific focus of your Charter school?

1. The Kaupapa

Within the simplicity of the kaupapa lies the answers.

Kia Māori - Be Māori – BE

Kia Mātau – Be Educated – KNOW

Kia Tū Rangatira Ai – Be Rangatira – DO

Within each of the Pou lies extensive opportunities for life in wider society

a) **Kia Māori - Be Māori – BE**

The opportunities available in a Māori world have expanded tenfold in the last decade. For ākonga who either excel or have a love of things Māori, the opportunities are varied and plenty.

For example: Peter Lucas Jones - from Te Aupouri was named TIME 100 AI list for 2024, for his work around preserving te reo Māori, through AI technology.

Another example: Hana Rawhiti Maipi-Clarke - from Ngati Rangi and Tainui, at 20years old is one of the country's youngest MPs ever elected. She was just awarded the 2024 international One Young World Politician of the Year award

Being Māori instills a sense of belonging and responsibility. At Te Kāpehu Whetū ākonga will receive that grounding and foundation preparing them for a life at home on the marae.....through to the possibilities of a life in wider society. This is Te Kāpehu Whetū.

“Tū ki te marae....Tū ki te Ao”

b) Kia Mātau – Be Educated – **KNOW**

Learning opportunities are everywhere.

However, if you are based in the north the reality is, opportunities are not as varied nor as easy to access, especially if you have a desire for higher learning, access to particular industries and/or you are a high performing athlete.

Higher Learning

Yes you can move away from home and go to university. But there are barriers and complications, which see many returning home:

1. Leaving whanau and the security of home
2. Unfamiliar environment and expectations
3. Excessive costs

These barriers have been detrimental for many rangatahi attempting to follow a dream of university or higher learning.

At Te Kāpehu Whetū – Tāmaki Makaurau, ākongā can rely on:

1. A Kura culture that connects you to home and whakapapa
2. An ongoing whanau presence and support via Kura expectations
3. An ongoing support from hapu, and Iwi through partnerships
4. Be with other students who are likely to be your whanaunga
5. We will work with partners and whanau to mitigate costs

The ultimate strategy is to immerse ākongā in a familiar, supportive higher learning environment, surrounded by plenty of education options and opportunities, so that taking the next step to university or other tertiary options, or sporting ventures is just the norm.

c) Kia Tū Rangatira Ai – Be Rangatira – **DO**

The primary purpose of mahi within Kia Tū Rangatira Ai: is to surround ākongā with daily habits and suitable challenges to lift their resilience, their hardiness, improving their ability to cope with life, especially after they leave Kura.

For those that board, there will be the daily grind: of doing ones bed, preparing for the day, completing tasks, homework, training and chores.

Then theres the life skill challenges we put to them: like learning to dive, bush craft, marathons (Iron Māori), waka training, mahinga kai development, **to build belief in one's self, develop skills necessary for the wider world.... and of course Tū Rangatira.**

PART TWO: CONTRIBUTION TO THE WIDER SCHOOL NETWORK

Demonstrate what impact the school will have with student and the wider school network and how it will prepare students for life in wider society

Question 8: Why would parents/families choose your Charter School over others schooling options that are already available?

2. **The Kaupapa - Within the simplicity of the kaupapa lies the answers.**

Kia Māori - Be Māori – BE

Kia Mātau – Be Educated – KNOW

Kia Tū Rangatira Ai – Be Rangatira – DO

Whanau want the best for their tamariki!!!

For many whanau in Tai Tokerau, there are barriers to achieving the dream. Yes, there are many schools and Kura in the north, that offer NCEA and Te Reo BUT it's the extra, that this Kura offers, access to education/key industries/sports opportunities available only in Tāmaki that is the desire of many.

Some whanau send their taiohi away to well-known schools in Auckland, with the **“hope that they will make it”**. Having a Kura from the north, with strong connections, that can provide an affordable, accessible option, and that normalises high achievement for ākongā, **supports the dream.**

This model proposes to make that aspiration possible.

- Provides comfort to whanau and ākongā alike, through a Kura connected to them, their whanau, hapu, lwi.
- Provides ākongā the ability to live in central Tāmaki, to become familiar with what's on offer, before they go out on their own.
- It normalises access and normalises achievement.....It makes it attainable.

Essentially: This Kura Hourua will be based in Tamaki Makaurau (Auckland central), with an attached boarding hostel for ākongā from Tai Tokerau. Having this Kura in Tāmaki enables our senior ākongā to access a wide range of opportunities as well as the prospect of direct access to universities, a multitude of learning institutes, connection with key industries and for those who are sports oriented, connection with high performing sports teams/coaches/selector...**It's a no-brainer!!!**

Part Three. Operational fitness

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

Questions 9-10: Readiness to open

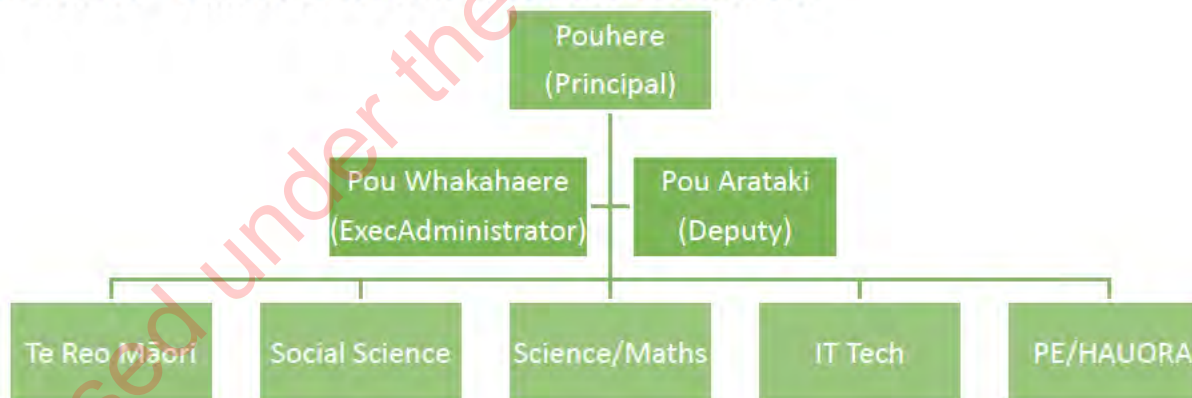
9. Demonstrate your readiness to open for Term One 2025 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2025:
 - a. Staffing
 - b. Finance
 - c. Curriculum
 - d. Roll
 - e. Health and Safety
10. In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:
 - a. operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.
 - b. Maintain your property and infrastructure within the funding allocation you will receive.

PART 3: OPERATIONAL FITNESS

Demonstrate readiness to open in 2025 and how we will deliver outcomes against the Performance Management Framework

Question 9: Demonstrate readiness to open for Term One 2025 showing across establishment areas what we will have in place

a) Staffing - Te Kāpehu Whetū – Tāmaki Makaurau Operational Structure:



Staffing For Term 1 2025 - The school will require:

Kura Leadership:

- **Pouhere**(Principal) - overseeing Strategic Leadership & Relationships
 - o Will utilise our current Pouhere/Pouwhakarae
- **Pou Arataki** (Deputy) - curriculum programme/planning oversight
 - o Will advertise once Kura approved. Currently head hunting
- **Pou Whakahaere** (Executive Administrator)
 - o Have a person ready to appoint once Kura approved

Kura Staff:

- **Pou Ako** (Teaching Staff)
 - o Need to advertise for 6 – 7 Pou Ako for key areas
- **Pou Awhina** (Teachers' Aides)
 - o Will advertise for 3-5 staff once approved. Numbers of Pou Awhina will depend on ākonga needs. Potentially:
 - In class Pou Ako support plus
 - Te reo Māori and kapahaka support
 - Support Sports programme development
 - Hauora development & ākonga support
 - EOTC programme support
 - Programmes with other providers ie; IT, Arts

b) Finance:

He Puna Marama Trust will provide operational support directly to the Kura Hourua in the following areas:

- Finance and Accounts
- Human Resource Management
- Health & Safety oversight
- Legal Advice
- Compliance checks
- IT Systems installation and maintenance
- Property Management and Maintenance

Finance: The Trust (The Sponsor) has a Chartered Accountant on the Board, two Accountants in the Finance unit and is currently interviewing a 4th Accountant for a senior role. The Finance unit also has 3 experienced accounts clerks in the team. The Team is highly experienced having provided corporate support for the trust for the last 25 years

The Finance Team will provide all the necessary accounts and finance work for the Kura. They utilise XERO for accounting management and will assist the Pouhere with the Kura Annual audit. They work with the Pouhere of the Kura, to develop annual budgets for submission to the Kura Board for approval. They will provide the monthly P&Ls and any other analysis the Pouhere or Board might need.

Human Resource Management: A dedicated HR Manager, with support from HR Assured (an external company with HR expertise), will provide all the necessary Human Resource Management guidance and support for the Kura Leadership Team including: job design, recruitment, checks/vetting, oversight of employee relations and collection of all necessary documents and support 12 monthly staff performance reviews with the Leadership team of the Kura.

The HR Manager also provides Health and Safety Management guidance and support to the Kura to ensure the Leadership team maintains its responsibilities under the act and in line with Kura policies.

Legal Advice: The Trust utilises WMRK Solicitors for any legal advice required. They have provided legal support to the Trust for many years.

IT Systems & Installation: The Trusts IT Team provides Te Kāpehu Whetū – Whangarei with all its IT system needs including the establishment and ongoing management of systems in conjunction with NuEra (The Ministry's appointed systems provider). It leases and installs all the devices, PCs required by the Kura and oversees troubleshooting.

Property Management and Maintenance: The Trust's Property Team assessed, negotiated and leased/purchased all the current buildings utilised by Te Kāpehu Whetū – Whangarei. They also work with the Ministry to put necessary maintenance and refurbishment plans in place and sort contractors.

Compliance: All divisions provide check lists and/or compliance checks as required by Acts, legislation and/or policy for Te Kāpehu Whetū

**Having key tasks under the Trust takes an enormous administrative work load off the Kura
This enables the Kura to focus on its core role.....which is education!**

c) Curriculum:

Paerangi is our senior Kura for Years 11-13. Its focus is on achievement of NCEA and/or University Entrance (for Year 13s). Each ākonga has a Personal Learning/ Life Plan (PLP), a mentor, and develops an individual pathway with a Careers Advisor. There is an increasing focus on managing self and taking personal responsibility in preparation for life after Kura.

Te Kāpehu Whetū – Tāmaki will work with Te Kāpehu Whetū – Whangarei to provide NCEA. Whangarei is accredited to assess NCEA and will provide the necessary staff to oversee and moderate NCEA until Tāmaki's accreditation is complete. This enables the Kura to get going as soon as it opens.

KIA MĀORI – A Curriculum shaped by te reo Māori, tikanga and mātauranga Māori

Birth right

- Te Reo Māori me ona Tikanga
- Mātauranga Māori
- Mahi kai / Ahuwhenua/Moana
- Mahi a Tānerore me Hine Rēhia
- Waka/Waka Ama

- NCEA Te Reo Māori L1 / L2 / L3
- NCEA Māori Performing Arts L1 / L2 / L3

KIA MĀTAU – Encouragement of innovation, critical inquiry and the development of individual knowledge and skill: Life-long learners

Science Plus

- NCEA Science (including)
 - NCEA Health Science
 - NCEA Environmental Science
 - NCEA Sports Science
- STEM
 - NCEA IT Technology
 - NCEA Food Technology
 - NCEA Mathematics

Social Science Plus

- NCEA English
- NCEA History

KIA TŪ RANGATIRA AI – A commitment to the pursuit of personal excellence and achievement; Living with mana

Tū Rangatira

- Personal Life Planning (PLP)
- Leadership Academy of A Company (Tai Tama Tāne)
- Ngā Mareikura (Tai Tama Wāhine)

Tū Hauora

- NCEA Physical Education
- Personal Health Plan
- Health and Fitness programme
- High Performance Training
- Kura Sports Teams

Tū Maui

- Entrepreneurship programme
- NCEA IT/Technology
- NCEA Business

Tū Toi

- Poi Māori
- Performing Arts
- Music

Some of the curriculum in the Kura is offered internally via Pou Ako

Some of it will be through arrangements with partners ie: High Performance Sports with trainers

Some will be outsourced to other providers ie: IT/Technology, Performing Arts, Arts and Music

Paerangi Graduate Profile

The ideal Paerangi graduate will have the following attributes:

Kia Māori

- Competent command of te reo Mā me ngā tikanga
- Capable on the marae
- Confident in themselves as Māori

Kia Mātau

- Confidently completed NCEA L2 (Year 12)
- Confidently completed NCEA L3 and/or University Entrance (Year 13)
- Critical thinkers
- Capable of managing higher learning
- Confident in navigating the next phase of their life

Kia Tū Rangatira Ai

- Competent
- Capable
- Confident
- Authentic young person of integrity

9(2)(a)



d) Roll

2025 100 (building over the year)

2026 125

2027 150

From conversations with whanau we have keen interest for our first cohort for Januray 2025.

Having said that we will still market the Kura throughout Tai Tokerau/Tāmaki

We will conduct interviews with every whanau to ensure ākongā have the capability and desire to be part of Te Kāpehu Whetū – Tāmaki Makaurau vision.

Our expectations of potential ākongā is that they can present with:

- Outstanding reports from their previous Kura/school
- Have met the required learning progressions through year 7-10
- If they come as a Year 12 that they have NCEA L1
- That they understand the vision and expectation of the Kura
- Have the personal drive to give it a go

Our expectations of the whanau are they are supportive 110%, they support by ensuring their taiohi is:

- Prepared mentally, emotionally
- Has the necessary resources each term, including uniform
- Necessary support from home if need be

Will attend hui regarding:

- Behaviour issues or is having difficulty settling
- Kura hui
- Events where we showcase their taiohi
- Whakapiki (Progress report) hui each Term

Cover costs for education that isn't covered fully by Kura

- Trips/EOTC

Outsourced learning, specific to their Taiohi

- Not covered by the Kura
- Potentially extra costs related to boarding

Support fundraising with the Kura

PART 3: OPERATIONAL FITNESS

Question 10: Outline the plan for acquiring, developing or leasing assets

a) Operationalise the property and infrastructure components - Update on Stage one Asset readiness for Term 1

Physical Asset Required	Plan for Acquiring	UPDATE
<p>We seek facilities that provides spaces that can be utilised for classrooms, open spaces, meeting spaces and Kura offices.</p> <p>It needs to be close to the universities and other education providers, so that our ākonga get used to being on campus. This will make the transition from secondary to tertiary seamless.</p>	<p>We have been working with a number of agents in Auckland to find suitable premises that meet our needs.</p>	<p>Fortunately Auckland Central has plenty of available facilities to lease.</p> <p>We have seen 3 facilities that meet our current requirements. Two are in the university precinct amongst other educational providers and offers an ideal campus feel, especially if we take both.</p> <p>It makes partnering with other education providers for workshops/learning, very doable. In addition, their close vicinity adds to the campus vibe eg: Arts, Performing Arts, music, Culinary, IT Tech, Food Tech.</p>

		<p>We are in discussions with the owners/agents. All three understand that we cannot move forward until final approvals are made and funds allocated (see emails)</p> <p>One of the properties also provides boarding facilities but is down the Viaduct. This is ok as it is close to sports facilities/fields.</p> <p>All three offer what we need right now. 9(2)(b)(ii) [REDACTED] [REDACTED] We will use that time to lock down space that is ideal for our growth and vision.</p>
Science Lab	Seeking to find a building that can have an area developed for a science lab and space for our science specific approach	<p>9(2)(b)(ii) [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> <p>We can still deliver science programmes without Labs especially as our focus is Environmental science and Health science. In time we will form a Lab in our own facility.</p>

Released under the Official Information Act 1982

IT Tech Lab	Seeking to find a building that can have an area developed for a IT Tech lab and space for our IT specific approach	<p>As above, we have identified facilities that provide suitable space for IT Tech. IT requires up to date Wi-Fi systems. The two facilities in the University precinct were both equipped with the systems we need.</p> <p>We have the capabilities in the Trust to set up all our IT needs for both general use and specific IT Tech learning.</p> <p>In addition, we have had discussions with Tech groups in the same area about accessing their facilities and programmes for our ākonga (see support letters)</p>
Basketball court	Must have for sports students	<p>9(2)(b)(ii) [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
Gymnasium	Must have for sports students	Ideally in the same space as above but there are plenty of gyms close. That will work as well. Over time we will install our own in our facility
Sports field	Must have	The third facility we saw is ideal as our accommodation hostel and is down the road from pools and Victoria Park. We will need to organise to use the park and get permission for ongoing use.

Released Under the Official Information Act 1982

b) Maintain your property and infrastructure within the funding allocation.

The funding proposed should be sufficient for maintaining the facilities we have seen. All three properties require us to pay OPEX which covers the buildings general maintenance and repair as well as providing use of common facilities ie: lift, toilets, air conditioning, and use of electricity and water in common areas. It also pays for rates. This means that we are only responsible for the care of our own facilities and our furniture/equipment. We would contract a cleaner to come in each day to keep our areas pristine and remove daily trash. In addition, we would need to do deep cleans each term. This is doable within the funding proposal.

9(2)(b)(ii)



Released under the Official Information Act 1982

Questions 11-12: Performance and longevity

11. Noting the Performance Management Framework, outline your performance management strategy including:
 - a. how the strategy will enable and support monitoring against each performance measure in the framework and:
 - b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these?
12. 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.

PART 3: OPERATIONAL FITNESS

Demonstrate readiness to open in 2025 and how we will deliver outcomes against the Performance Management Framework

Question 11: Outline your performance management strategy

- a. How the strategy will enable support monitoring against each performance measure in the framework and
- b. How will we manage the early identification of issues and risks and what preventative measures we will take to address these?

OUTCOMES	MEASURES	TARGET	METHOD	a. STRATEGY ENABLES	b. MANAGE RISK
Attendance	Regular attendance	80% of learners attend regularly	Electronic attendance register. We will use KAMAR	Our strategy requires that Attendance will be one of the Kura's priorities. This means that the Annual Plan will have Regular Attendance as a goal, with KPIs and regular monthly reporting to the Board	As covered elsewhere, having a holistic approach and creating a positive Kura culture to support high achievement, is underwritten by attendance. In addition, as part of attending this Kura, whanau also commit to supporting this priority. The Pou Whare Noho (hostel) staff will be responsible for prepping ākonga each day and getting them to Kura. Any concerns will be relayed to key Kura staff. They will raise concerns and communicate attendance directly to the Pou Whakahaere (Exec. Admin)

					<p>The Pou Arataki (Deputy Principal) will view daily attendance</p> <p>Any ākonga having difficulty will have their Pou Ako mentor check in with them and actions put in place to support.</p>
Achievement (Yr 11-13)	NCEA level achieved each year for their year level	95% reach NCEA L2 as a school leaver	Level 2 attained	<p>The vision of the Kura is strongly linked to high achievement</p> <p>This will be a key component of the strategy and of the annual plan.</p> <p>The staff, whanau and increasingly ākonga, will be focused on their achievement through the kaupapa, the 3 Pou and the culture of Te Kāpehu Whetū</p>	<p>Each ākonga will complete a Personal Learning Plan (PLP)</p> <p>This will be the document utilised to monitor their own development and their NCEA progress, against subjects</p> <p>Pou Ako contribute by tracking progress and providing regular analysis to the ākonga, staff and whanau</p> <p>Pou Arataki will check everyone's progress against NCEA each month</p> <p>Ākonga having difficulties will have Pou Ako work with them to determine ways of resolving.</p> <p>If required Pouako will source or provide other NCEA credits for ākonga to attempt to stay on track to achieve NCEA 2</p>
Financial Performance	Financial health & Probity	As stated	<p>The Kura governance and leadership will ensure that Financial Health and Probity are stated as Kura Priorities</p> <p>This translates into directives on the strategic</p>	<p>Financial health and accountability is core to a successful Kura</p> <p>As such Financial Management is a priority on all key plans</p> <p>Pouhere creates the budget with support from Trusts accountants</p>	<p>The Trusts (Sponsors) financial department will monitor all the financial indicators closely</p> <p>They will raise concerns with the Board and Pouhere if any of the key standardised targets are at risk or impacted</p>

			and annual plans, Policy and processes for monitoring	<p>and in consultation with staff.</p> <p>Pouhere also puts in place a monthly monitoring system and processes for all aspects of financial performance and probity</p> <p>The Kura Board approve the budget and monitor monthly</p> <p>The Kura Board approve the Kura Policy regarding finance and probity.</p> <p>The Sponsor approves Policy, annual budgets and receive quarterly reports in relation to financial health and probity</p> <p>The end of financial year audit will also provide insight to the Sponsor and Board</p>	<p>They manage all accounts and prepare reports for the Board. They have no signing or authorisation ability that sits with the Pouhere and appointed Board members</p> <p>They will work with the Board if they identify areas of concern</p> <p>The Board will provide support to the Pouhere where necessary including accessing support from the Trust financial department and when required external accounting support and/or advice</p> <p>They will work with the Board and Pouhere to complete the annual audit.</p>
STD Minimum Compliance	75% certified teachers		Monthly check and report as measure	<p>The success of the Kura will come down to the Sponsors ability to set the vision, kaupapa and approve policies, practice and processes.</p> <p>The Boards role is to ensure policies and processes are in place and being adhered to through rigorous monitoring necessary to meet the requirements.</p> <p>While the Pouhere's responsibility is to ensure that the staff and Kura maintain good practice and follow policy and Board decision making</p>	<p>The Board will have in place robust checks and balances that they will monitor monthly at their Kura Board meetings</p>
	Student enrolment requirements		Maintained in KAMAR		
	Day, Hours, term dates		Set in the Annual Plan		
	Record keeping & data management		Both hard copy and KAMAR to record and manage information and data		
	Insurance		Insurance in place for all key activities, premises, equipment and systems		
	Transport provision		A minimum of 2 12 seater vans will be leased		

Released under the Official Information Act 2002

			For longer trips buses will be utilised		
	Property		Lease or purchase of Property will be prepared by the Sponsor and approved by the Board		

PART 3: OPERATIONAL FITNESS

Demonstrate readiness to open in 2025 and how we will deliver outcomes against the Performance Management Framework

Question 12: Tell us in a practical way the reality of a teacher and student on the ground in a day to day setting and how this will ensure over the life of the contract

Using the 3 Pou as a guide, we view a day to day example:

Kia Māori - Be Māori – BE

Te Ata O Te Ra:

Each day starts early at 6am with karakia to welcome in the day

The day is led by Pou Whare Noho (hostel staff) with korero i te reo about everyone's plans and ensuring that everyone is prepped and ready.

This might be a time to practice mauri tau before the day gets underway

They then head to Kura by van/walk

I Te Ra:

Whaikōrero and mihimihi by ākongā on the Kura's taumata, initiates the day

Depending on the plans in place for each ākongā, Pou Ako prepare their spaces and their lessons ensuring that the spaces and lessons are receptive to ākongā needs, learning and progressions

Throughout the morning Pou Ako might catch up with different ākongā to check progress, to push them harder if need be or to support if struggling.

It's also a time to check in on their holistic health to ensure everything is ok.

Pou Ako will also take time to keep the Pou Arataki briefed on the progress or struggles of individual ākongā.

Plans and actions are decided as required

Released under the Official Information Act 1982

Te Mutunga O Te Ra:

This time might be used by ākonga and Pou Ako for waiata and/or kapahaka practice
Again a session of mauri tau might occur to end the day on a restful note.
The day finishes with karakia lead by ākonga at 9pm

Kia Mātau – Be Educated – **KNOW**

Te Ata O Te Ra:

Those who need to use this time to catch up on assignments and Kura mahi/planning can do so

I Te Ra:

Timetabling will be set each term to meet the needs of the Kura, Pou Ako and ākonga learning plans and goals
Usually morning sessions are utilised by Pou Ako of core subjects, providing their instruction
The afternoon might be designed around individual needs and plans.
For example days may alter to fit individual learning needs, sports training, exams, assessments, lessons at outside educators, ETOC, events etc

Te Mutunga O Te Ra:

Ākonga needing more time to dedicate to their learning and course work might stay on or continue at Te Whare noho.
At least 4 times a week evening homework time is allocated for at least 1 hour, once they arrive back at Te Whare noho
Dinner at 6pm – Platoons are allocated chores and responsibilities
It's the end of the day time to relax and catch up with everyone. Everyone in bed by 10pm

Kia Tū Rangatira Ai – Be Rangatira – **DO**

Te Ata O Te Ra:

Morning karakia is followed by chores and a healthy light breakfast
Time permitting those involved in high performing sports may well set off to the gym, or run through exercises

I Te Ra:

Ākonga maybe scheduled to attend ETOC that put their skills and knowledge to use or test.
These settings are designed to build resilience, collaboration, communication

Te Mutunga O Te Ra:

Again, time permitting ākonga will take part in some form of exercise and fitness.
While those involved in high performing sports may well set off to training and/or the gym

NOTE: Having difficulty submitting Support Letters online (can provide via email)

- Iwi
 - Ngati Wai,
 - Ngati Whatua
- Tech Companies/Education Providers
 - 9(2)(b)(ii)
 - [REDACTED]
 - [REDACTED]
- High Performing Sports Contacts
 - Karl Te Nana for World Rugby

Released under the Official Information Act 1982



Ngātiwai Trust Board

129 Port Road, Whangarei 0110
P O Box 1332, Whangarei 0140, New Zealand
Telephone: +64 9 430 0939 Fax: +64 9 438 0182
Email: ngatiwai@ngatiwai.iwi.nz Website: www.ngatiwai.iwi.nz

9th October 2024

Tēnā koe,

RE: Letter of Support for He Puna Mārama Trust, Te Kāpehu Whetū – Tāmaki
Makaurau (Kura Hourua)

Te tangi a Tukaiaia paorooro kau ana ki nga paringa o Te Akau Roa o Ngātiwai. He reo mihi, he reo whakamihi, he reo whakaoho. Kati, e ngā mana, e ngā tapu, ngā ihi, ngā wehi anei ra te reo mihi o Ngātiwai ka tukua ra ki a koutou.

He reta toutoko tēnei nā Ngātiwai ki He Puna Mārama Trust, Te Kāpehu Whetū – Tāmaki Makaurau.

Ngātiwai Trust Board support the application of He Puna Mārama Trust to establish a Kura Hourua, Te Kāpehu Whetū in Tāmaki Makaurau.

Should you require any further information you are most welcome to contact me on 09 4300939 or at email raukura@ngatiwai.iwi.nz

Nāku noa, nā

Handwritten signature of Simon Mitchell in black ink.

Simon Mitchell
Raukura CEO of Te Poari o Ngātiwai

Handwritten signature of Aperahama Edwards in black ink.

Aperahama Edwards
Heamana o Te Poari o Ngātiwai

Te Rūnanga o Ngāti Whātua



4th October, 2024

Support for Te Ao Mārama, Waitangi Day 2025

Kia Ora Koutou

We are writing to express our strong support for the establishment of a Māori charter school in Auckland supported by He Puna Mārama Trust. This initiative represents a vital opportunity to enhance outcomes for tairā and to celebrate and integrate Māori culture, language, and values into the learning experience (Kia Māori, Kia Matau, Kia Tū Rangatira A).

This Māori charter school would provide a unique and culturally responsive educational environment tailored to the needs of rangatahi. By incorporating the vision "Launch, Chart and Navigate Māori Futures" in a modern world, where senior ākonga (Years 11-13) can achieve as Māori in; academia and key industries and high performance sports whereby being based in Auckland enables this to happen more seamlessly. It allows ākonga to be comfortable in such settings and to normalise attainment of high achievement.

The establishment of such a school would also serve to strengthen community ties, promoting greater involvement from whānau, hapu and iwi. We believe engaging families in the educational process is essential for encouraging student achievement and ensuring that the curriculum reflects the community's aspirations and values.

We believe that investing in this charter school aligns with our shared goals of equity and inclusivity within the education system.

Thank you for considering this significant initiative. I look forward to your support in making this vision a reality for our community.

Noho ora mai nā,

Antony Thompson
Te Rūnanga o Ngāti Whātua



10/10/2024

Kia ora tatou,

I fully support the introduction of the proposed charter school to be based in Central Auckland.

It will provide opportunities for young students from northland to gain access to higher education in conjunction with high performance sports, with top teams, players, coaches, and mentors to play a major role in the students' development and on ongoing care.

As someone who has competed at international level, won world championships, world cups and gold medals, I see the benefits of such a programme. I am currently involved at the highest level of sevens working for world rugby and I'm constantly up with the latest trends, operations, and deal with these supreme world athletes on the daily. The benefits on passing on this knowledge will allow these students to excel on and off the sports field. There are so many transferable skills that can be gained.

Of course, having access to a focused programme especially for 7s rugby would be life changing for some of these students I am interested in playing a part in its establishment as a way of giving back and creating a legacy for me, my whanau and other whanau like mine.

Nga mihi
Karl Tenana

Karl Te Nana
Associate Producer

M:

WORLD RUGBY www.world.rugby

This message, and any attachments, contains information that may be privileged, confidential and exempt from disclosure under applicable laws. If you are not the intended recipient, or the employee or agent responsible for delivering the message, and the intended recipient is not clearly stated, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error please notify us immediately and delete all copies from your records. Please also note that messages to or from World Rugby Limited may be monitored to ensure compliance with our policies and standards, and to protect our business.

World Rugby Limited is a limited company (incorporated in Ireland) with limited liability. Registered Office: World Rugby Limited, 4-12, Merrion Square, Dublin 2, Ireland. (Company Number 343300)

Part Four. Comments on the draft agreement

The Charter School Agency will not accept any proposed amendments to the **General Terms** and **Legal Schedules** of the Agreement. Applicants must prepare their application on this basis (see the Application Declaration below to confirm this).

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

Not applicable

Released under the Official Information Act 1982

Part Five. Changes to your stage one submission

Let us know if anything has changed since you submitted your stage one application.

Document if your circumstances or any information regarding your submission has changed since submitting your stage one application. Please reference the section and, if applicable, the question number where your information has changed since stage one.

Not applicable

Released under the Official Information Act 1982

Part Six. Application Declaration		
Topic	Declaration	Applicants' 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:	<p>The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p>	[agree /]
Details of conflict of interest: ['not applicable'].		
<p>DECLARATION</p> <p>I/we declare that in submitting the Application and this declaration:</p>		

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

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

Signature:	See below
Full name:	See below
Title / position:	See below
Name of organisation:	See below
Date:	See below


Released under the Official Information Act 1982

DECLARATION

I/we declare that in submitting the Application and this declaration:

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

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

Signature:	
Full name:	James Kunjuni KRISHNA NAIR.
Title / position:	Trustee
Name of organisation:	Te Kapenu Whetu School Board of Trustees
Date:	18/10/24.

Released under the Official Information Act 1982