



## 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](mailto: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.

9(2)(b)(ii)

9(2)(b)(ii)

This financial information (forecasts for 2025, 2026 & 2027) is part of the He Paeroa Matua - Key Planning Documents for Te Rito Limited that are needing to be approved and fully utilised by all kaimahi of Te Rito Limited.

Released under the Official Information Act 1982

[Insert your answer to question 2]

## He Paeroa Matua | Key Planning Documents



Once all forecast budgets are approved and contracted, they are fully utilised in monthly governance & leadership monitoring and reporting to ensure informed decision making occurs, inclusive of the financial performance and metrics.

Detailed budgets have been produced and transactions will be accounted for in XERO accounting software, for further reconciliation and the compilation of monthly full accrual accounting reports.

Key financial metrics and targets have been agreed for the next 3 years of operation that will provide a level of guidance for future governance, financial and business decision making.

Associated business metrics and targets have been agreed for the next 3 years (and can only be enhanced over time).

Monitoring of sensitive expenditure will occur as part of the normal monthly financial and business performance reporting.

### 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.



[Insert your answer to question 3]

## **TE TIROHANGA NUI – OUR STRATEGIC DIRECTION**

### **Te Pae Tawhiti – Vision**

#### **Mokopuna Ora**

Our mokopuna are thriving, contributing and active in our communities and able to achieve their full potential.

### **Te Pae Tata – Mission**

#### **Mā ngā taonga tuku iho, ka tupu, ka ora, ka tū hei mokopuna rangatira e!**

Ao Māori concepts and knowledge inspire, guide and flourish to ensure mokopuna success!

### **Whakatauki – Guiding statement**

Kia taiaonuku, ka taiaorangi, toitū te mana ukaipō!

From the realms of Papatūānuku to Ranginui we hold steadfast to our identity, tūpuna genius and greatness!

## **Ngā Tikanga – Key Values**

**Tika** – Being accountable and doing things right with transparency

**Pono** – Acting with dignity, honesty and integrity

**Aroha** – Treating each other with love and respect

## **Ngā Mātāpono – Guiding Principles**

- **Whanaungatanga** – Building and maintaining respectful, purposeful and collaborative networks and relationships
- **Mana Whakahaere** – Visionary leadership and organisation committed to delivering high quality educational services to enhance positive changes in our community, hapu and iwi that reflect a strong understanding of our strategic direction
- **Mōhiotanga** – Quality operations that are responsive to the needs of our mokopuna, whānau and community that show innovative and adaptive best practice delivery and ensures robust Quality Management Systems

## **Ngā Tūhono Matua – Connections**

**Tūhono Tūpuna** – whakapapa, tupuna genius, pūmanawa

**Tūhono Taiao** – whakapapa, kaitiakitanga, tātai, oranga

**Tūhono Tangata** – whakapapa, community, hononga

**Mana Mokopuna – Mokopuna Greatness** – Acknowledging and celebrating the intergenerational transfer and transmission of Te Ao Māori – the Māori way of living knowledge systems and reo, connecting past, present and future.

## **Te Whakakitenga Ārahi - Leadership Vision**

Our collective approach to governance and leadership forms the foundation of our kaupapa and strategic direction and intention. Our historical whakapapa, relationships and networks weave and bind our people to our significant places here in Te Hiku o Te Ika. We are committed to ensuring the strength and integrity of our kaupapa continues to strive and thrive here and now and into our futures.

The comprehensive approach to governance leadership is then reflected and operationalised in our everyday running of our kura through the leadership of our pouārahi at the tumuaki, kaiako and kaitautoko level which encompasses the same strategic direction, values and goals. Pouārahi refer to the people who 'ārahi' or provide guidance, supervision and direction to others. This in turn aligns to the vision of the kura, key values and guiding principles.

Mokopuna are also encouraged to develop, embrace and share their leadership skills as an integral part of the succession of our kaupapa for future generations.

Mokopuna are placed at the heart of the kaupapa and their success in their learning pathways remains the paramount focus of the strategic intention. This level of focus at the Governance level ensures mokopuna outcomes also remain a priority and at the center of decision making.

It is also important for our governance team to support the well-being of all kaiako and kaitautoko and find ways to ensure they feel valued as professionals and as a significant contributor to the kaupapa of the kura.

We believe this Wakahourua opportunity is the vessel and way forward to ensure the educational success of mokopuna and our kaupapa here in Te Hiku o Te Ika.

Leadership across all aspects of our Ngā Pou o Te Whare Framework provides the structure that highlights the opportunities for leadership in every layer, amongst each generation of our kaupapa. It is an intentional strategy with actions to continue to grow capacity, resilience and leadership from mokopuna to kaiako through to kaumātua.

Remaining responsive in this changing educational climate and within this movement will allow us to be adaptive in our development as an organisation and also responsive to the changing needs of our community. This partnership allows us to continue to align to the values and needs of the community

Mana Whenua voice and community voice features as an integral element of the development and execution of our kaupapa in the

community we serve.

Our governance will oversee the capacity of Te Rito, Te Kura Taiao to sustain and improve outcomes for mokopuna that are adaptive and responsive. Our kura will encompass internal evaluation processes and information that retains an accountability function and contributes to kura improvements.



**Aronga Nui (Focus):** Mokopuna Success

**Kaitautoko Matua (Sponsor):** Te Rito Limited

**Te Kāhui Whakahaere o Te Rito, Te Kura Taiao (Governance):**

Whānau & members of hapu, and iwi

| <b>Kaiwhakahaere:</b>  | <b>Kaihautū:</b>                   | <b>Mema Poari:</b>  | <b>Pouārahi Pūtea:</b>                                  |
|------------------------|------------------------------------|---|---|
| <b>Kāhui Oversight</b> | <b>Kura Taiao<br/>Project Lead</b> | <b>Kaitiaki Tangata</b> HR Oversight<br><b>Mana Whenua</b> Voice & Representation | <b>Kaitiaki Pūtea</b><br>Financial Advisory & oversight |

**Ngā Pou o Te Whare - He Pouārahi**

Ngā Kaiako (3 Full Time teaching positions)

| <b>Tumuaki – Principal</b>  | <b>Kaiako Maru Tuakana</b> – Teacher 1                                   | <b>Kaiako Maru Teina</b> – Teacher 2  |
|---|--|---|
| Mātanga Reo<br>(Reo expert)<br>Qualified, Experienced &<br>Registered | Academic Leadership & Monitoring, Qualified, Experienced<br>& Registered | Mātanga Taiao (Taiao expert) Qualified, Experienced &<br>Registered<br><br><b>Kairiwhi/Kaiāwhina</b> – Relievers & Priority Mokopuna<br>support |

**Ngā Kaitautoko**

(3 positions - 2 Full Time positions & contractor arrangements for Specialist Advice)

| <b>Tiaki Tangata</b> – Administration                      | <b>Tiaki Taiao</b> – Grounds Person                   | <b>Tiaki Pakihi</b> – Business, Finance & HR Specialist Advice  |
|--|---|---|
| Information<br>Management Operations<br>Attendance Support | Maintenance<br>Health & Safety of premises/facilities | Business Planning<br>Financial Planning, & Monitoring Risk Management Audit<br>Compliance<br>HR Management & Performance<br>Payroll |

## **Mokopuna and Whānau Commitment**

Te Rito, Te Kura Taiao is a natural progression of our kaupapa and long-standing aspiration of whānau and our community who have long awaited a kaupapa Māori pathway in our area. For over 10 years we have owned and operated full immersion Puna Reo ECE in our community, growing from 1 to 3 successful Puna Reo during this period. We have grown as a Service Provider with over 130 mokopuna currently enrolled in our services and long waiting lists at each location. Our kaupapa is recognised as a key contributor for growing te reo Māori in our region that offers quality care and learning for all mokopuna in our Puna Reo. We know this interest will continue to grow as we develop our kaupapa further and interest in our Te Rito, Te Kura Taiao has been overwhelming. Our current 'Expression of Interest' data exceeds our initial roll expectation so we are confident mokopuna enrolments will not be an issue for us.

Ensuring mokopuna remain at the heart of the kaupapa and leaders continue to make mokopuna decisions builds and maintains confidence and trust in our organisation and whānau remain committed to the kaupapa. This commitment ensures mokopuna retention and investment from whānau and kaitautoko future proof our strategic intention as we navigate the learning pathways moving forward.

Collective leadership across the organisation will continue to build momentum that will continue to build and increase enrolment growth, commitment and engagement.

[Insert your answer to question 4]

## **Mokopuna Achievement and Attendance**

Deliberate decisions around the structure, framework, systems and staffing of Te Rito, Te Kura Taiao will see a direct and intentional approach to how mokopuna achievement and attendance is monitored, maintained and reported.

Our framework and systems recognise the importance of this close monitoring where there is emphasis on regular and consistent review that incorporates mokopuna and whānau voices into programme development and implementation.

The opportunity for ongoing review, adjustments and improvements from governance level to mokopuna input makes the model easily adaptive and more responsive. This approach indicates a responsive governance structure that adapts based on feedback and performance outcomes. This adaptability will lead to more effective educational strategies and better mokopuna outcomes.

We have key people within our kaiako collective designated and tasked with this oversight and implementation.

Additionally, the advantage of a smaller kura is the direct impact we can have on mokopuna overall performance. Smaller kura allows for easier implementation, monitoring, and review of our support frameworks. This is particularly beneficial for fostering personalised education, which will lead to improved attendance and achievement as mokopuna receive tailored support and mentoring.

### **He Korowai Manaaki**

We have developed a support framework to monitor mokopuna achievement and attendance as mokopuna navigate their educational pathways with support from whānau, kaiako and the kura community. This framework will strengthen the learning journey whilst encompassing and inspiring Mokopuna Mindset and intention.

This framework incorporates aspects of Dr Mason Durie's Whare Tapawhā model as well as mokopuna and whānau identity, aspirations, goals and actions.

The partnership between mokopuna, whānau and kura is a crucial one and this collaboration and close knowledge is paramount for a strong platform of learning, acknowledgement, development and success.

We celebrate the mana of each mokopuna and we want our mokopuna to experience the joy of being successful within their own community and globally, so they are prepared to navigate the next phase of their lives with the skills to be resilient, purposeful and strong enough to rise to the challenges that life brings in order to experience positive living and personal fulfilment.

There are key responsibilities and oversight from Te Kāhui whakahaere to key pouārahi and kaiako who will monitor and report on mokopuna engagement, achievement and attendance. There is an expectation that mokopuna will also be encouraged to be self managing in their individual learning pathways. The framework will be a 'live' document that is kept current that mokopuna, whānau and kaiako can always access. It will also consist of mandatory and ongoing check in points with whānau and appropriate kaitautoko with time for reflection, review, reporting and next steps. Our priority mokopuna will receive ongoing support and guidance as mokopuna work through their learning goals and appropriate testing measures and targets.

Kaiako will be expected to report on progress and our priority learners will be consistently supported to manage progress as they reach the appropriate benchmarks.

Mentoring and monitoring mokopuna progress and achievement in all areas of their learning and well-being is a priority in our kura so that shared pathways can be forged and maintained consistently.

Mokopuna will benefit from a collective support approach led by our kaiako through robust academic and well-being guidance with input and support from whānau and external support or providers as appropriate.

The ongoing term review of programmes and oversight of outcomes of He Korowai Manaaki, mokopuna voice and whānau voice informs the next term programmes whilst the mid-year and end of year checkpoints will guide and inform the ongoing strategic priorities for the coming year. The advantage of smaller kura mokopuna numbers enables key support frameworks and initiatives to be easily implemented, monitored and reviewed.

### He Korowai Manaaki

This framework offers a holistic approach to monitoring and tracking mokopuna greatness throughout the school life of the mokopuna and beyond. The korowai symbolises the protection and safety over each mokopuna.



The following table outlines broadly each aspect.

|                    |                       |   |
|--------------------|-----------------------|---|
| <b>Taniko</b>      | <b>Tūhono Tūpuna</b>  | Immersion in whakapapa, tupuna genius & tuakiritanga (identity)   |
| <b>Ngā here</b>    | <b>Tūhono Tangata</b> | Kaitiakitanga (guardianship), Te whare tapawha well-being model, ngā pumanawa (talents), whānau, wawata (aspirations)   |
| <b>Ngā raukura</b> | <b>Tūhono Taiao</b>   | Hapori (community), Hapu, Iwi, Atua Māori, Aramahi (careers), Toitūtanga o te taiao (sustainability of the environment) |
| <b>Kānawehi</b>    | <b>Tūhono Aoturoa</b> | Ngā whakatutukinga marautanga, ngā whakatutukinga tari (curriculum and administration achievements)                     |

Each mokopuna has a korowai manaaki in the form of a living (continuous) digital portfolio which will entail all aspects of the korowai with contributions from the mokopuna, the whānau and the kura.

The second phase of this will be to develop an app in which all these aspects are centralised in a single hub and be accessed by those who are supporting the mokopuna.

## **Evaluation**

Te Rito, Te Kura Taiao embraces the process of evaluation to further improve mokopuna success.

External evaluation will stimulate internal evaluation and expand the scope of internal evaluation. It can provide an additional perspective giving further room and space for development, creativity and improved outcomes.

Internal evaluation will deepen the scope of external evaluation and provide important insights to also improve mokopuna outcomes and success

Te Rito, Te Kura Taiao will implement strategic internal evaluation for the long term, focused on key goals that align to the vision, mission and goals of our kaupapa.

Regular internal evaluations are focused and ongoing that will highlight regular information into the strategic internal evaluation informing the strategic direction of the kaupapa.

Emergent and spontaneous internal evaluations will be used in response to any unplanned events or issues as they arise.

All of our internal evaluation will involve gathering information which is used as evidence to support judgements and make decisions about direction and priorities.

[Insert your answer to question 5]

## Community Consultation

Our governance and leadership team are all active participants in the communities we serve. As a collective we have expertise in governance, management, education, kaupapa Māori, community service, hauora initiatives and much more. We utilise these connections and networks to strengthen our kaupapa for the betterment of mokopuna in our kaupapa which also strengthens our strategic direction as a kura to achieve our vision. Equally important is the reflection of the needs of our community and mokopuna in our kura mission.

In our local community mokopuna do not currently have access to Kura Kaupapa Māori, Kura-ā-iwi or Kura Māori. We have long been in discussions with whānau, marae, hapū and iwi to address this gap in the existing school network.

We have held numerous hui as well as attending marae hui to discuss our next steps forward and are excited about the Kura Hourua opportunity. Stakeholder engagement has included those in our local community as well as the wider Te Hiku community.

It is the intention that the engagement with stakeholders and the community will continue into the establishment, landscape and stability of the kura. This strong collective foundation forms the basis of our kaupapa and ultimately mokopuna success.

This ongoing engagement with the community at an operational and governance level will also form an important aspect of our review and feedback process to ensure we continue to grow and improve practices and performance of Te Rito, Te Kura Taiao.

This proactive and transparent approach underscores the commitment to creating a kura that serves the needs of the community while ensuring the quality of education is maintained.

Strong community involvement and participation signals strong commitment to the kaupapa and therefore a shared responsibility of the performance of the kura.

Communication with our community are both informal and formal interactions including events, engagements, hui and wānanga. Our kura will lead community initiatives for example tiaki taiao projects to foster this relationship further. Similarly our kura will be involved and participate with marae, hapū and community groups to continue to build relationships and maintain opportunities for shared kōrero and learning. These reciprocal relationships foster our shared aspirations for mokopuna success and successful performance of Te Rito, Te Kura Taiao.

## Te Rito, Te Kura Taiao, Key Stakeholders

| Mana Whenua, Marae, Kaumātua  | Mana Whenua Hapū/Iwi  | Iwi   | Organisations  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Te Āhua (Toatoa)</li> <li>Te Manawa o Ngāti Tara (Ngāti Tara)</li> <li>Ranginui (Kenana)</li> <li>Haititai Marangai</li> </ul> | <ul style="list-style-type: none"> <li>Ngāti Tara</li> <li>Ngāti Whata</li> <li>Te Whānau Moana</li> <li>Te Rorohuri</li> <li>Matarahurahu</li> <li>Matakairiri</li> <li>Te Pātū</li> </ul> | <ul style="list-style-type: none"> <li>Ngāti Kuri</li> <li>Te Aupouri</li> <li>Ngai Takoto</li> <li>Te Rarawa</li> <li>Ngāti Hine</li> <li>Ngāti Kahu</li> <li>Ngāpuhi</li> </ul> | <ul style="list-style-type: none"> <li>Membership with local Kāhui Ako</li> <li>surrounding kura of Te Hiku o Te Ika</li> <li>Ministry of Education</li> <li>Te Hiku Kāhui Ako</li> <li>Ngā Kura Māori o Te Hiku</li> <li>Department of Conservation</li> <li>Te Rarawa - Whitebait connection</li> <li>Sport Northland</li> <li>Far North District Council</li> <li>Local businesses</li> </ul> |

We have received overwhelming support for the Te Rito, Te Kura Taiao kaupapa. We have used this information, data, kōrero and wānanga to develop our kaupapa, frameworks, programmes, priorities and staffing as appropriate.

We remain open to ongoing dialogue, hui and wānanga with our community as our community needs evolve and change.

Te Rito, Te Kura Taiao has been fortunate to receive koha of equipment, resources and the beginnings of furniture pieces from Te Kura Kaupapa Māori o Te Rangi Āniwaniwa, Te Kura Kaupapa Māori Tūtutarakihi, Te Kura Kaupapa Māori o Pukemiro, Taipa Area School, Ngātaki Primary School and Peria School.

We will need to monitor growth capacity to ensure quality is maintained throughout the growth period. Performance oversight and consistent monitoring of progress, achievement and financial health will assist in further opportunities to grow and extend our kaupapa further into the future.

With no current kaupapa Māori options in our local community, Te Rito, te Kura Taiao seeks to remedy this gap in the network. Other kura Māori in our wider community are currently at capacity with long waiting lists for enrolment. There has been ongoing demand for more kaupapa Māori options for mokopuna and whānau living in Te Hiku o Te Ika. We do not envisage that our new kura will impact negatively on

the growth of other kura in our region as we serve different communities, hapū and iwi.

**Please refer to Appendix A for Reta Tautoko 1 - Letter of Support and Appendix B for Reta Tautoko 2 – Letter of Support**

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## 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 its 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?

[Insert your answer to question 6]

**Māori Language Resource Development** – new learning of kupu taiao, reremahi, kupu ingoa, kupu pūtaiao, oriori, waiata, karakia, mōteatea connected to our pā and taiao to be shared with other kura and the community.

**New learning in technology and innovation** – how we can utilise this opportunity and taiao observations and learnings to create Apps – the application development can then be used to document, maintain, record, collect data and share our experiences in the taiao spaces, similarly flipped technology classrooms and opportunities for further shared experiences.

**Maramataka Māori** – Increased understanding of the Maramataka Māori and its relevance to our everyday lives including whānau, marae and hapū planning and wellbeing. Maramataka Māori guides and supports practices of mokopuna wellbeing, providing a framework for seasonal observations that also reflects how mokopuna grow and learn throughout the year to support a healthy Mokopuna Growth mindset.

**Networking and collaboration with key community groups** – engagement with other kura, organisations and hapū representatives will be normalised in our setting and modelled to mokopuna to ensure relationships are fostered, maintained and considered essential in positive, active community wellbeing and development.

**local education landscape** – Our kaupapa celebrates the ‘village of learners’ – kaiako, mokopuna, whānau, hapū, iwi – reconnecting and remembering who we once were. In this space, cellular memories are stimulated by intentional and authentic engagement with our historical setting, Taumarumaru Pā ki Koekoeā. The ‘enriching curriculum’ encompasses our experiences of the natural world and the connections that we observe, document and develop over time.

**Kāhui Ako** – our contributing Puna Reo are connected to our local Kāhui Ako here in Te Hiku o Te Ika. We intend to extend this involvement to

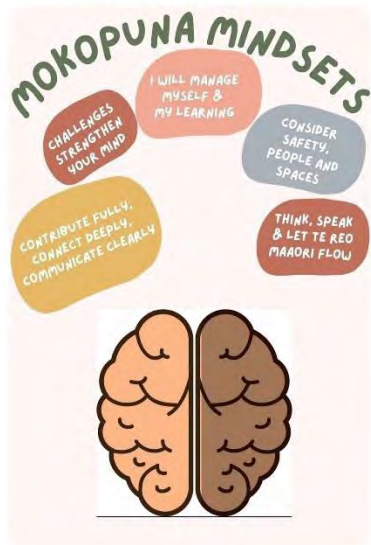
Te Rito, Te Kura Taiao to ensure our pouārahi including kaiako have opportunities in professional learning development, mentoring and shared successful pedagogical strategies in the wider network.

**Ngā Kura Māorio Te Hiku** – our pouārahi are currently represented in the Kāhui of Ngā Kura Māori o Te Hiku. This collaborative approach to kaupapa Māori schooling in the Far North is a valuable platform and opportunity for shared interactions, wānanga, kaumātua involvement, mātanga reo expertise, resourcing, planning and support.

[Insert your answer to question 7]

**Growing a community of Māori language speakers** – mokopuna are supported into marae and hapū roles and responsibility. All marae and hapū in our region are a part of their renaissance and regeneration of te reo me ōna tikanga. Our mokopuna need to be encouraged to fulfil these roles where we currently have gaps on paepae as the next kaikōrero (speakers), kaikaranga (callers) and ringa raupā (work force) of their marae and for their own hapū.

**Mokopuna Mindsets** – We want to support and inspire mokopuna to develop a culture and future of resilience, humility, kaitiakitanga, pride, pono, tika, aroha and manaakitanga.



1. Māku anō ahau e whakarite, e whakatika  
*I will manage myself, and my learning*
2. Kia Māori ngā whakaaro, kia Māori te reo, kia rere tika te reo  
*Think, speak and let Te Reo Māori flow*
3. Mā ngā wero hirikapo e pakari ai te hinengaro  
*Cognitive challenges strengthen your mind*
4. Tuku i tō katoa, Ruku hohonū, Whakawhitiwhiti atu  
*Contribute fully, Connect deeply, Communicate clearly*
5. Kei te tihi o whakaaro te haumarutanga o ngā wāhi me ngā tāngata katoa  
*Thoughtfully consider safety of spaces, places and people*

**Mokopuna Curriculum Innovation** – celebrating our unique landscape and the intentional move to work together on the whenua. Our kura curriculum model of Tūpuna, Taiao, Tāngata seeks to build partnerships and strengthen relationships of everyone living in our community. It will bring a huge opportunity for shared learnings and kaitiaki responsibilities in our local environment.

This curriculum model celebrates diversity in our community and the need for collective wisdom, understandings and learnings.

Te Rito, Te Kura Taiao will draw together local knowledge, expertise and practice to create a safe and supportive learning environment where our rich curriculum is explored and researched. Mokopuna will participate in daily taiao observations, wānanga, kaitiaki roles, site visits, to develop and share resources and to contribute to building a digital community library.



[Insert your answer to question 8]

Access is important for whānau living in Te Hiku o Te Ika. Having local options available reinforces the significance of community, community action and collective opportunities. Mokopuna should be able to access local quality education which include kaupapa Māori options for whānau wanting that choice without having to travel or move out of their community.

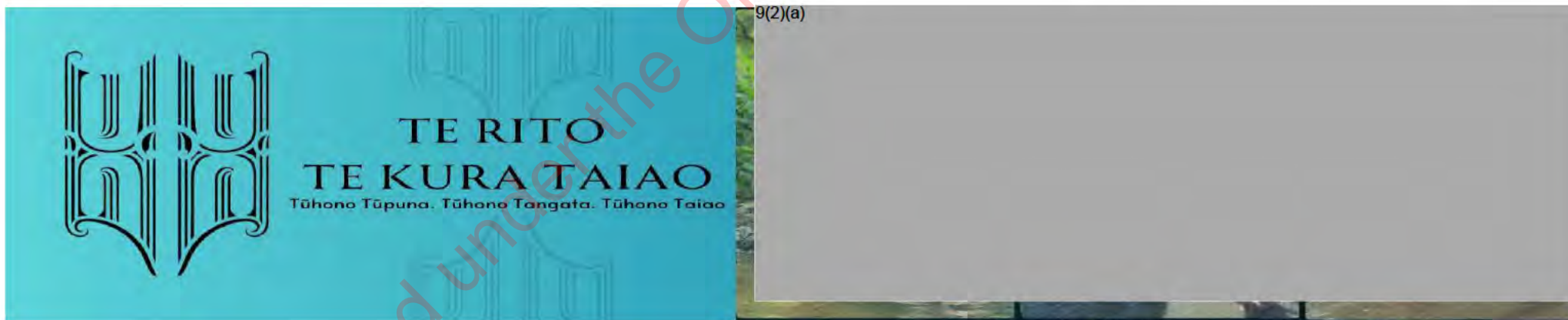
Our local options are currently only mainstream schooling settings.

Te Rito, Te Kura Taiao embodies a local solution for whānau and the community where parental/whānau voice is heard and encouraged. This collective solution ensures this voice is evident in the Governance of the kura and its decision-making processes including Mana Whenua aspirations. The significant partnering with whānau of internal processes around monitoring and tracking of mokopuna achievement, wellbeing and performance promotes transparency and accountability in communicating mokopuna progress and kura developments.

Ongoing whānau feedback, review and implementation enables the kura to continuously improve its services and offerings. Being responsive to the needs and aspirations of whānau ensures whānau are valued as key contributors to the success and development of mokopuna and the kura. These contributions and support from whānau reinforce the importance of our shared vision and we recognise this input as an essential element to the success of our kura.

Te Rito, Te Kura Taiao is a unique model that embraces cultural immersion, greater flexibility and intentional approaches that are designed and personalised to ensure mokopuna success. Through this innovation we can prioritise learning with smaller class and group sizes, specialist kaiako to build individualised learning plans and pathways to extend mokopuna opportunities.

We believe our kaupapa is the perfect solution and a far better option than the current mainstream settings in our community. By recognising many of the gaps in current schooling options, it has given us space to create, design and improve the overall strategic intention of this opportunity.



### 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, including your payroll solution
  - 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.

[Insert your answer to questions 9a-e]

The performance of our pouārahi including kaiako, kaitautoko and kaiāwhina will be guided by the following Mana Pouārahi Management Framework. Similarly, pouārahi remuneration will be guided by the following Tikanga Remuneration Framework.



## **Staffing**

Our pouārahi/ workforce will operationalise the strategic direction of Te Rito, Te Kura Taiao including the overall execution of the framework, systems, programmes and evaluations.

Suitable staffing has been identified and roles have been filled that will bring the Te Rito, Te Kura Taiao to life.

All pouārahi will be employed by Te Rito Limited and contractors will be engaged with Te Rito Limited accordingly.

All kaiako will be expected to uphold their teaching standards and practice as consistent with the Teachers Council obligations and requirements. Accordingly, kaiako will continue to have a professional obligation to develop professional relationships with a diverse range of mokopuna and whānau and maintain and raise professional standards. Obligations consistent in Our Code, Our Standards where the Code sets out the high standards for ethical behaviour that are expected of every kaiako; the Standards describe the expectations of effective teaching practice.

Our Te Rito, Te Kura Taiao Mana Kaiako Framework captures reflective growth and goal setting as part of the Professional growth cycle. This framework also consists of planned professional development opportunities for ongoing kaiako development and growth.

Our governance supporting mentoring opportunities will also further enhance kaiako effectiveness and success which also influences classroom practices.

Clear governance directives and support frameworks aim to translate into effective communication and actionable steps for kaiako including how kaiako might be best supported with the right resources and equipment needed for daily success.

## **Teaching Staff**

Our tumuaki (principal) is an experienced, qualified and registered kaiako with expertise in te reo me ōna tikanga. This position is a teaching role with key oversight of the kura operational systems, practices and procedures.

Our kaiako are all experienced, qualified and registered with current practising certificates. Skills include te reo me ōna tikanga, mātanga taiao (taiao expert) and mātauranga Māori (Māori knowledge systems). Priority mokopuna will be well supported by kaiako who are proficient in both languages and confident in structured numeracy and similar teaching and learning pedagogy and initiatives.

We have also identified suitable Kairiwhi/Kaiāwhina – Relievers & Priority Mokopuna support to utilise as appropriate

### **Support Staff**

We have a designated Tiaki Tangata role who will oversee the administration of our internal systems including the monitoring of enrolments, attendance, the Korowai Manaaki support framework and general administration tasks.

Our Tiaki Taiao role has oversight of the maintenance and care of our building, grounds, gardens and kaitiaki systems including recycling, worm farm, composting, mahinga kai (gardens) and wao (fruit forest).

Our Tiaki Pakihi role will have oversight of the financial planning and monitoring including HR Specialist advice to oversee HR management and performance through our Tikanga Remuneration Framework. They will be responsible for loading weekly timesheets to prepare for payroll entry into Xero, our financial hub. This role will also include risk management oversight and monitoring of the audit compliance obligations.

### **Finance**

Our kaupapa is ready to begin in Term 1, 2025 and we have developed financial systems, documentation and operational practices ready to implement.

Our current financial hub is Xero Accounting Software where we have our payroll system already set up and in operation. Our Tiaki Pakihi has internal and external financial expertise that spans more than 40 years of education funding, financial and accounting experience and has a long-standing relationship with Te Rito Limited in other education portfolios.

Spending is monitored through regular reporting. And the annual budget is well aligned to the kura's goals and priorities.

The budget reflects the priorities the kura has for:

- promoting positive outcomes for mokopuna
- meeting health and safety requirements of the kura

– providing professional learning and development for all pouārahi including kaiako

Our Quality Financial Management Framework includes;

- \* Financial Policies & Procedures (aligned to the Te Rito Operational Practices)
- \* Financial Planning (aligned to the Planning Framework) with financial and non-financial metrics for performance set
- \* Financial Implementation - Cash Accounting, Accrual Accounting, Payroll and Asset Management
- \* Financial Monitoring - Management Accounting & Performance Analysis
- \* Financial Reporting & Audit - External & Internal Reporting & Stakeholder Review

## **Curriculum**

*‘Kia taiaonuku, ka taiaorangi, Toitū te mana ūkaipō’*

All curriculum endeavours we, Te Rito Te Kura Taiao undertake centralise the Māori worldview of the Taiao (environment) and the importance of environmental sustainability and our role as kaitiaki to ensure this is realised within their local kura, hapu, iwi, and region for the next generations.

As a Kura Taiao (environment) we undertake real world, taiao based projects of learning (PBL). This is a teaching method in which students engage in learning through the completion of projects that require critical thinking, collaboration, and application of knowledge.

Some of the key components for PBL are;

- *Real-World Connection*
- *Student Choice*
- *Inquiry and Research*
- *Collaboration*

- Reflection
- Public Presentation &
- Assessment

'Tātai whetu ki te rangi, Tātai tangata ki te whenua'

The 'Tātai Whetu, Tātai Tangata' learning framework is a metaphor for aspects of our learning and teaching programme. Although there are a myriad of star clusters in the night sky, 'Tātai whetu' for us refers to each star of Matariki. This cluster of stars provide guidance as a basis for how we operate, plan and apply Mātauranga Māori as a kura.

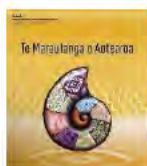
| Whetu               | Description  | Application to mokopuna   | Application to the teaching/learning programme   |
|---------------------|--|---|--|
| <i>Waiti</i>        | Associated with fresh water bodies and food sources from this. | Learn about the realm of Parawhenuamea related to the past, present and future. | Students will engage in Māori centric awa/manga (river/stream) based projects relevant to our local environment to help with the future protection and regeneration of aspects of this water body. |
| <i>Waita</i>        | Associated with the ocean and sources within it.               | Learn about the realm of Tangaroa related to the past, present and future.      | Students will engage in Māori centric moana (sea/ocean) based projects relevant to our local environment to help with the future protection and regeneration of aspects of this water body.        |
| <i>Waipunarangi</i> | Associated with the rain and weather.                          | Learn about the many tohu and meanings of the taiao                             | Students will participate in meaningful ways of reading the taiao which will determine the likelihood of certain activities e.g reading the conditions of the water due to the weather.            |

|                     |   |  |  |
|---------------------|---|--|--|
| <i>Tupuanuku</i>    | Associated with all that grows within the soil to be harvested or gathered. | Learn how to create, plant and maintain maara (gardens), wao (food forests). This will also include community contributions of vegetables. | Students will research the many aspects of maara, and wao sustainability to be more informed about establishing these types of ecosystems. Learning key concepts of kaitiakitanga, tākohā, knowledge transfer. Learn the history of Taumarumaru and the pā kainga that was set up there and how we will protect it but also use it for future use. |
| <i>Tupuarangi</i>   | Associated with all that grows up in the trees: fruits, berries & birds     | Learn how to establish sustainable and maintainable tree forests to feed native birds and people.  | Students will identify areas within the school grounds to plant and grow fruit trees as a way of learning about food sovereignty and environmental sustainability.   |
| <i>Ururangi</i>     | Associated with the winds   | Learn how to manage emotions, social-emotional learning.   | Students will focus on building awareness, and developing tools and mindsets focused on self-awareness, self-management, social awareness, relationship skills and responsible decision making.  |
| <i>Pohutukawa</i>   | Associated with those that have passed                                      | Learning to use history to inform present and future endeavours. Learning about tupuna genius.   | Students will learn about the history of significant places of reference to the local hapu, iwi and their own whakapapa links. These will be done through Ngā mahi a te Rehia, haka, whakaari, pūrakau.  |
| <i>Hiwaiterangi</i> | Associated with aspirations   | Learn to set realistic and achievable goals and carry through to the stage   | Students will set smart goals related to curriculum, taiao, personal and whānau goals. They will create an action plan and see these through to realisation and reflect on   |

|                 |   |  |   |
|-----------------|---|--|---|
|                 |   | of actualisation.  | important learning along the way.   |
| <i>Matariki</i> | Signifies reflection, hope, connection to the taiao, and the gathering of people. | Learn to use reflection to acknowledge and improve individual, peer, kura and whānau milestones. | Students will use a reflective tool to reflect frequently on learning, behaviours/habits, mindsets, progression of goals. This is strengths based, tupuna inspired and whānau driven. |

### National Curricula

Te Rito Te Kura Taiao utilises Te Marautanga o Aotearoa (TMOA) as the document of reference for learning. We are also preparing for curriculum changes planned to take effect in 2025.



### Core Curriculum

Literacy, Math and Science subjects together form the core curriculum.

Developing strong literacy skills is imperative to ensuring;

- Academic success
- Critical thinking
- The ability to communicate effectively
- Career opportunities

In order for us to achieve this we will;

- Employ Te Reo matatini specialist teachers
- Undertake relevant professional learning development
- Implement best practice for learning and teaching in Te Reo Māori
- Offer small group opportunities of those who require further support
- Assessment will inform learning and teaching programmes

Developing strong math skills is imperative to ensuring:

- Cultivate the ability to problem solve
- Proficiency in Math for Taiao based projects
- Logical thinking
- Career opportunities in finance

In order for us to achieve this we will;

- Employ Māori speaking Math specialist teachers
- Implement best practice for learning and teaching in Te Reo Māori
- Offer small group opportunities of those who require further support
- Assessment will inform learning and teaching programmes

Developing strong science skills is imperative to ensuring:

- Understanding the world

- Other opportunities to use critical thinking and problem solving
- Career opportunities in the sciences e.g. marine biology

In order for us to achieve this we will;

- Seek to utilise Maturanga Māori to help guide the learning
- Adopt and apply a research methodology
- Deeply connect with our local taiao

Central to the core curriculum is that within each learning area, that each of our mokopuna realise their potential and the understanding that this is only one aspect of their lives. Greatness lies within them regardless.

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### Kaupapa Here - Toitū te Taiao

|                                    | Raumati  | Ngahuru   | Hotoke  | Koanga                              |
|------------------------------------|--|---|---|-------------------------------------|
| <b>Papatuanuku</b>                 | Food forest, gardening, recycling, worm farm   |   |   |                                     |
| <b>Te Rehia</b>                    | <b>Waiata ā ringa, Patere/Moteatea, Haka</b><br>Mokopuna Iwi connections                   |   |   |                                     |
| <b>Taane</b>                       | <b>Karakia</b><br>Tangaroa<br>Tāne   | <b>Mihi</b><br>Mihi karakia, mihi<br>whakahoki (me mōhia te<br>katoa) | <b>Tikanga</b><br>Karanja kai<br>Karakia kai<br>Mihi kai<br>Pao kai | <b>Whakatauki/Whakatauāki</b>       |
| <b>Rongo</b>                       | Rongoā basics 101  | Rongoā karakia & tikanga  | Harvesting & preparing<br>rongoā preservation                       | Rongoā production for Rā<br>Raumati |
| <b>Tangaroa</b>                    | Fishing/Snorkelling<br>( <i>Karakia, Tikanga</i> )   |   | Diving/Surfing<br>( <i>Apply karakia, Tikanga</i> )                 |                                     |
| <b>Haerenga</b>                    | Noho Puni/Camp   | Waikato   | Fiji  | Noho Puni/Camp                      |
| <b>Marau - Integrated Learning</b> |  |   |   |                                     |
| <b>Projects</b>                    | Develop Māori Taiao Readers & Interactive comics for the Digital Library                   |   |   |                                     |
| <b>Putaiiao</b>                    | Biology<br>Living world<br>Sciences  |   |   |                                     |
| <b>Reo Matatini</b>                | Panui takirua<br>Tuhi pū, tātaki kupu<br>Tuhinga Mahorahora<br>Rerenga Māori               |   |   |                                     |
| <b>Pangarau</b>                    | Whenu<br>Math based problems   |   |   |                                     |
| <b>Hangarau</b>                    | Kopaki matihiko<br>Google classroom<br>Google drive<br>Book creator app<br>Digital library |   |   |                                     |

## Assessment

### Te Rito Te Kura Taiāo – Mahere Aromatawai – Assessment Map

| Age (years)  | 5   | 6                       | 7                       | 8  | 9             | 10            | 11            | 12            |
|--|---|-------------------------|-------------------------|--|---------------|---------------|---------------|---------------|
| Tau – Year Level   | Tau 1   | Tau 2                   | Tau 3                   | Tau 4  | Tau 5         | Tau 6         | Tau 7         | Tau 8         |
| Ngā Taumata o Te Marautanga o Aotearoa – Curriculum levels           | Taumata 1   |                         | Taumata 2               |  | Taumata 3     |               | Taumata 4     |               |
|  | Knowledge and skills that mokopuna need to develop in Pānui, Tuhituhi, Pāngarau and Kōrero at specific points in their schooling if they are to engage with the texts and tasks of the curriculum and make the expected progress.           |                         |                         |  |               |               |               |               |
|  | After 1 year at school  | After 2 years at school | After 3 years at school | End of Year 4  | End of Year 5 | End of Year 6 | End of Year 7 | End of Year 8 |
| <b>Pānui</b>   |   |                         |                         |  |               |               |               |               |
| He ara ako i te Reo Matatini – Literacy Learning Progressions        | Describes the pānui and tuhituhi knowledge and skills that students need to have developed at specific points in their schooling if they are to engage with the texts and tasks of Te Marautanga o Aotearoa and make the expected progress. |                         |                         |  |               |               |               |               |
| He Mātai Mātātupu – Observation Survey of Early Literacy Achievement | Observation tasks to enable teachers to assess progress in beginning literacy. It comprises six assessment tasks.   |                         |                         |  |               |               |               |               |
| Pūkete/Pānui Haere   | A running record to identify the Ngā Kete Kōrero (equivalent of Ready to Read) level of the student. Training and resource available through the Kia Ata Mai Educational Trust.   |                         |                         |  |               |               |               |               |
| Haurapa  |   |                         |                         | Translation of PROBE assessment kit, used for assessment of reading comprehension. |               |               |               |               |
| Ngā Kupu Punoa / Speaking & Listening Checklists for te reo          | Yr1 basic word list   |                         |                         |  |               |               |               |               |

|  |   |  |
|--|---|--|
| Te Waharoa Ararau  |   | Te reo Māori assessments   |
| <b>Tuhituhi</b>  |   |  |
| He ara ako i te reo Matatini – Literacy Learning Progressions        | Describes the pānui and tuhituhi knowledge and skills that students need to have developed at specific points in their schooling if they are to engage with the texts and tasks of Te Marautanga o Aotearoa and make the expected progress.                 |  |
| He Mātai Mātātupu – Observation Survey of Early Literacy Achievement | Observation tasks to enable teachers to assess progress in beginning literacy. It comprises six assessment tasks.   |  |
| Ngā Kete Kōrero – Te Tuhi Assessment Manual                          | A writing matrix levelled by and within curriculum levels together with graded writing samples, annotated with descriptors from He ara ako i te reo Matatini. NKK levels correlate NKK pānui and NKK korero levels as well as with He Manu Tuhituhi stages. |  |
| Te Waharoa Ararau  |   | Te reo Māori assessments   |
| He Tauaromahi Pāngarau – Curriculum Exemplars                        | Exemplars of tuhituhi tasks used to support teaching and learning (Levels 1 – 5).<br><br>NZ   |  |
| <b>Kōrero</b>  |   |  |
| Hopukina   |   | A diagnostic and summative oral assessment that identifies levels of kōrero achievement. Hopukina along with Nga Rauemi Aromatawai Reo A- Waha, for Taumata 2 – 5. |
| Ngā Rauemi Aromatawai Reo  | A kōrero testing kit<br>There are three levels of proficiency:  |  |

|  |  |   |   |                          |                            |                                  |
|--|--|---|---|--------------------------|----------------------------|----------------------------------|
| ā-Waha (replacing Poutama Pounamu)   |  | Kia Tere Tonu, Kōrerotia and Takapiringa.<br>Although the assessment is at level 1 of the curriculum, it is suitable for all primary students beginning to learn te reo Māori, Taumata 1 - 2.                     |   |                          |                            |                                  |
| Kawea te Rongo (Kī Mai) – JOST<br>Developed for Speech Language Therapists |  | Kawea te Rongo – te reo version of JOST, Junior Oral Language Screening Tool<br>Although the assessment is at level 1 of the curriculum, it is suitable for all primary students beginning to learn te reo Māori. |   |                          |                            |                                  |
| <b>Pāngarau</b>  |  |   |   |                          |                            |                                  |
| Expected numeracy stages   |  | 1, 2 & 3<br>Counting All  | Stage 4:<br>Advanced Counting   | Stage 5: Early Additive  | Stage 6: Advanced Additive | Stage 7: Advanced Multiplicative |
| Numeracy Development Projects Tools  | Te Uiui Aromatawai                     | Te Uiui Aromatawai - Numeracy Project Assessment (Diagnostic Interview)   |   |                          |                            |                                  |
|  | Āpitianga Uiui Rautaki                 | Āpitianga Uiui Rautaki - Global Strategy Stage Assessment (GloSS) -   |   |                          |                            |                                  |
|  | Ngā Aromatawai Mātauranga Tau          |   | Ngā Aromatawai Mātauranga Tau - Individual Knowledge Assessment for Numeracy (IKAN) - |                          |                            |                                  |
|  | He Uiui Aromatawai Tōmua i te Pāngarau | He Uiui Aromatawai Tōmua i te Pāngarau - Junior Assessment of Mathematics (JAM)   |   |                          |                            |                                  |
| Waha Ararau  |  |   |   | Te reo Māori assessments |                            |                                  |

|  |   |
|--|---|
| He Pūkete<br>Aromatawai<br>Pāngarau –<br>Records<br>Assessment<br>Mathematics                | A collection of twenty pāngarau assessment tasks for taumata 1 to 5 along with teacher guidelines for administering the tasks and making judgements about student responses to the task. Published by He Kupenga Hao I Te Reo |
| He Tauaromahi<br>Pāngarau -<br><br><br><br><br><br><br><br><br>NZ<br>Curriculum<br>Exemplars | Exemplars of pāngarau tasks used to support teaching and learning (Levels 1 – 4)  |

**Notes:**

- This diagram relates curriculum levels with specific year levels, assuming learning in te reo from Year 1.
- Time in immersion is a key factor when selecting appropriate assessment tools and testing levels.
- Shaded regions indicate levels out of range of the tool

**Roll**

Our roll, including enrolment numbers and projections will be overseen by our Tiaki Tangata person. The Tiaki Tangata will maintain accurate records and data to monitor roll numbers and relevant information including waiting lists and expressions of interest.

We currently have over 40 whānau of mokopuna who have indicated their interest to start at Te Rito, Te Kura Taiao in Term 1, 2005. We are happy to provide further details, names etc on request

The following documents will be available for whānau perusal.

Whānau Information Booklet, Te Rito Te Kura Taiao Enrolment Procedure & Enrolment Pack, Mokopuna Code of Conduct & Mokopuna

Expectations

**Please refer to Appendix D for Te Rito, Te Kura Taiao Enrolment Policy**

### **Health & Safety**

Our pouārahi will utilise SchoolDocs as the main information site to support the development of Policies and Procedures in our kura. It will also be the central hub to access all our policy documents that are tailored to our kura and are accessible to our whole kura community.

A comprehensive list of appropriate kura policies can be found here [Te Rito Policies document](#).

**Sample kura policies including Health & Safety and Governance can be found in Appendix C.**

[Insert your answer to question 10a]

Physical Assets owned by Te Rito Ltd will be utilised by Te Kura Taiao on opening in Term One 2025. Given the short timeframe for set up over the December to January holiday period, the goodwill we have with existing suppliers under Te Rito Ltd will enable credit and supply accounts to be set up.

Additional Property leasing has already been confirmed and agreed with a likeminded Te Rito Ltd Associated Entity, on successful approval of this application.

Readiness to welcome students for Term One 2025 is able to occur with confidence given the IP and Goodwill Te Rito Ltd has with the community, the whānau and the kaimahi that will support the opening in Term One 2025.

No additional structures or building consents will be needed for our kura site. Location is zoned as commercial/industrial with update of use of property submitted to the Far North District Council.

Onsite jobs include;

Interior paint job throughout, outdoor storage solutions and grounds work

Set up includes; procurement of additional furniture and equipment suitable for mokopuna use

Property has a current Fire Evacuation Plan and appropriate Fire Safety signage.

Monitoring and Management of Fire Drills and equipment through Firewatch Northland.

[Insert your answer to question 10b]

We are fortunate to have current access and use of the proposed property and we support the use of the property fully for Te Kura Taiao operation commencing in Term One 2025. Costs associated with the property and infrastructure have been negotiated and reflected in the budget forecasts provided in this application, which also reflects how we will allocate the funding received.

Our Tiaki Taiao role enables our pouārahi to initially oversee the budget allocation for the set up and establishment of Te Rito, Te Kura Taiao to ensure the kura spaces are safe and ready for mokopuna to arrive Term 1, 2025. Once established, our Tiaki Taiao will oversee the regular maintenance schedules of both the building, storage and kura grounds.

The funding allocation will be monitored by our Tiaki Pakihi who is responsible for budget forecasting, monitoring and reporting to ensure property and maintenance costs stay with the funding received.

#### 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.

[Insert your answer to question 11a]

### **Te Rito, Te Kura Taiao Performance Management Strategy**

This strategy is to be implemented as the operationalisation of the Kura Hourua: Performance Management Framework including relevant legislations, compliance and regulations

- The performance management strategy will align with the kura's overall goals, targets and measures for mokopuna achievement, attendance, financial health, and compliance.
- This strategy is designed to allow clear, consistent performance monitoring across all relevant metrics.
- This strategy alongside the Risk Management plan will enable continuous improvement through regular reviews and data-driven adjustments.

#### **Attendance**

At Te Rito, Te Kura Taiao, a robust attendance system supports quality learning in our classrooms. It supports conditions for kaiako, mokopuna and whānau to work together effectively. It has simple, clear goals and effective procedures that everyone knows and expects.

Mokopuna will attend regularly with the aim of attending more than 90% of each school term.

Directions, regulations, and practices for managing mokopuna attendance are monitored by our kaitari and are well-defined and accessible to whānau as well. Attendance data will be captured and monitored using the Electronic attendance register -KAMAR.

Data will be collected each day, each term as well as the annual self-audit annually in June and the end of the school year to ensure reporting is consistent and accurate.

Data information for each mokopuna will also be captured and monitored in their Korowai Manaaki support framework that is accessible to mokopuna, kaiako and whānau. Data will be analysed to monitor and understand

|                       |  |
|-----------------------|--|
|                       | <p>patterns and reported to whānau. This data will be used as a basis for strengthening mokopuna engagement as appropriate where meeting individual goals and targets.</p> <p>Pouārahi will work together with our Tiaki Tangata to identify and support priority learners to ensure responsive practices are integrated into daily routines and kura operations.</p>  |
| Mokopuna Achievement  | <p>Mokopuna at Te Rito, Te Kura Taiao will be immersed in rich curriculum programmes, supported by experienced, qualified kaiako to ensure mokopuna success. Mokopuna are consistently monitored and supported throughout their learning journeys which is embedded in their Korowai Manaaki support framework where progress is tracked accordingly.</p> <p>Similarly to Attendance support, pouārahi will also work together to identify and support priority learners to ensure responsive practices are integrated into daily programmes and kura operations.</p> <p>He Korowai Manaaki will include performance benchmarks for tracking mokopuna achievement will a focus on the key areas of pānui, tuhituhi and pāngarau</p> <p>Mokopuna Assessments as outlined in Te Rito, Te Kura Taiao Mahere Aromatawai – Assessment Map</p> |
|                       | <p>Pānui Targets - Year 3-8</p> <p>Target: 80% of learners are at or above the expected curriculum level</p> <p>Minimum Performance Threshold 30%</p>  |
|                       | <p>Tuhituhi Targets - Year 3-8</p> <p>Target: 80% of learners are at or above the expected curriculum level</p> <p>Minimum Performance Threshold 25%</p>   |
|                       | <p>Pāngarau Targets- Year 3-8</p> <p>Target: 80% of learners are at or above the expected curriculum level</p> <p>Minimum Performance Threshold 25%</p>  |
| Financial Performance | <p>Financial Health:</p> <p>Consistent financial oversight through the Tiaki Pakihi role will ensure that our financial goals, performance and health are consistently met.</p>  |

|                                    |  |
|------------------------------------|--|
|                                    | <p>This financial expertise will be utilised throughout our operations and is evident in decision-making and planning.</p> <p>Key Finance indicators include; surplus, working capital ratio, debt/equity ratio, operating cash, enrolment variance are forecasted and planned accordingly.</p> <p>Standardised Targets and reporting; operating surplus: 2-5%, working capital ratio: 2:1, Debt/equity ratio: 0.5:1, operating cash: positive cash flow forecast = actual, enrolment variance; contextual measure assessed in reports as either growing, stable or decreasing</p> <p>Methods and reporting as consistent with the Kura Hourua Performance measures; Annual self-audit in June and a follow up report as required</p>  |
| <p>Standard Minimum Compliance</p> | <p>Our Kāhui Whakahaere and pouārahi will ensure our standard minimum compliance conditions and obligations are maintained at all times.</p> <p>Our Tiaki Pakihi will oversee our financial obligations and compliance tasks including all HR requirements with the employment of registered kaiako and best fit kaitautoko. This will include the relevant employment contracts and employment conditions.</p> <p>Mokopuna enrolments will be maintained and monitored by our Tiaki Tangata person.</p> <p>Our kura day, hours and term date requirements are consistent with the current mainstream school requirements.</p> <ul style="list-style-type: none"> <li>• Schools are able to choose a start date between Auckland Anniversary Day (the Monday closest to 29 January) and the day after Waitangi Day (6 February) and end no later than 20 December in any year.</li> <li>• The number of half days prescribed for primary, intermediate and special schools can vary between a minimum of 380 half days and a maximum of 390. (A key reason for this fluctuation is the shifting timing of Easter.)</li> <li>• In most years, the first school holidays are timed to include the Easter break. To create terms of a reasonably uniform length in years when Easter falls particularly early, all or some of the Easter break will be during the first term. In these years, fewer half days can be completed before the latest end date (20 December).</li> </ul> |

As consistent with our Performance Management Plan we have aligned our reporting requirements to the June and follow up reporting

Our Tiaki Tangata is responsible for mokopuna record keeping and data management

Te Rito Limited has the necessary Insurance cover for the operationalisation of the kaupapa. This will be monitored and reviewed as appropriate.

Te Rito Limited has 2 vans that are available for transport if required.

Compliance of Property, Health and Safety are all monitored by our Kāhui Whakahaere and pouārahi including tumuaki.

[Insert your answer to question 11b]

### **Te Rito, Te Kura Taiao Performance Risk Management Plan**

Managing early identification of issues and risks

- Our Performance Management Strategy will work alongside this Performance Risk Management Plan
- All measures and steps will be reviewed with updated preventative measures in place to ensure they remain effective in mitigating risks should they arise.
- This strategy is designed to allow clear, consistent performance monitoring across all relevant metrics.
- This strategy alongside the Performance Management plan will enable continuous improvement through regular reviews and data-driven adjustments.

Attendance

Preventative steps and measures;

|             |   |
|-------------|---|
|             | <p>Our KAMAR portal is our digital mokopuna Information Management System that will be the hub for robust data collection. This will be the technology that consistently tracks and monitors attendance to streamline our processes to provide real-time data for analysis.</p> <p><u>Next steps:</u></p> <p>At risk and priority mokopuna will be identified by our Tiaki Tangata person to oversee attendance communication and intervene as appropriate. This will ensure that early warning signs of absenteeism are flagged and addressed with whānau before chronic issues arrive.</p> <p>For further support we can engage support agencies, counsellors, and other services as appropriate; Attendance Services, Ministry of Education Learning Support staff, social welfare agencies, drug and alcohol counsellors, iwi authorities, and other social services may all play a role in working with priority mokopuna.</p>   |
| Achievement | <p><u>Preventative steps and measures:</u></p> <p>Our Korowai Manaaki framework will provide a robust foundation to track and monitor mokopuna achievement. This framework involves strong whānau involvement to address potential gaps and risks in the mokopuna learning journey with relevant benchmarks to follow and monitor progress.</p> <p>Reflective and responsive teaching practices will look for early risk identification to prevent gaps in student achievement.</p> <p>Researched and proven methods of mokopuna achievement such as structured literacy will be implemented to improve mokopuna success.</p> <p>Experienced staff will look to adjust teaching practices as necessary for emerging educational needs. Ongoing professional development and training will be available to assist management of challenges as they arrive, and preventative measures proactively implemented.</p> <p>Intervention strategies will be implemented by experienced kaiako and kaiāwhina to prevent underperformance in key academic areas such as te reo matatini (literacy) and pāngarau (mathematics)</p> <p><u>Next steps:</u></p> <p>At risk mokopuna will be identified by our pouārahi and kaiako to strengthen individualised planning alongside whānau. The needs of priority mokopuna will be reported to the Kāhui Whakahaere should investment decisions need to be adaptive to improve mokopuna outcomes and success.</p> |

|                             |   |
|-----------------------------|---|
|                             | <p>Kura and mokopuna performance goals are clearly communicated to all pouārahi and integrated into daily kura operations.</p>  |
| Finance                     | <p><u>Preventative steps and measures:</u><br/> Robust financial oversight through the Tiaki Pakihi role will ensure that our financial goals, performance and health are consistently met.<br/> Financial risks will be mitigated through budget forecasting and contingency planning.<br/> Next steps:<br/> Ongoing financial reporting and monitoring will enable the kura to anticipate and mitigate financial risks beyond reporting metrics, such as how budget adjustments will be made and how financial reserves might be used to handle unexpected shortfalls.<br/> Through reporting and recommendations to the Kāhui Whakahaere, allocation of specific resourcing can be accessible to prevent risks from materialising into significant issues.</p> |
| Standard Minimum Compliance | <p><b>Our Kāhui Whakahaere and pouārahi will ensure our standard minimum compliance conditions and obligations are maintained at all times.</b></p> <p><u>Preventative Steps and measures;</u><br/> Sponsor Assurance Statement accurate and completed<br/> Self- Audit checks<br/> Clear understandings of compliance expectations, conditions and obligations<br/> Consistent monitoring and reporting<br/> Tracking current compliance conditions and obligations</p> <p><u>Next steps;</u><br/> Support from Charter School Agency and intervention framework as necessary</p> <p><b>Kaiako</b></p> <p><u>Preventative Steps and measures;</u></p>  |

Our Tiaki Pakihi will oversee our financial obligations and compliance tasks including all HR requirements with the employment of registered kaiako who hold current practising certificates and best fit kaitautoko who have completed adequate Police vetting requirements. This will include the relevant employment contracts and employment conditions.

Robust systems included in Mana Pouārahi Framework and Professional Growth Cycle.

Next steps;

Availability of ongoing professional learning development opportunities

Effective communication strategies

Support from Teachers Council as needed

**Mokopuna**

Preventative Steps and measures;

Mokopuna enrolments will be maintained and monitored by our Tiaki Tangata person.

Maintain mokopuna achievement and success

Next steps;

Support from whānau and community as appropriate.

Sharing success stories to highlight kura success and maintain and grow enrolment numbers

**Kura Organisation**

Preventative Steps and measures;

Maintain planning and organisation around our kura day, hours and term date requirements as consistent with the current mainstream school requirements.

Clear communication and expectations to whānau and the kura community

Next steps;

Review and evaluation of kura organisation to best suit mokopuna engagement, attendance, achievement and success.

### **Reporting**

#### Preventative Steps and measures:

He Korowai Manaaki – ongoing monitoring and tracking of mokopuna attendance, achievement and success to ensure data is capture and is current and accessible.

As consistent with our Performance Management Plan we have aligned our reporting requirements to the June and follow up reporting

#### Next steps:

Continue reviewing and evaluating frameworks and processes that are fit for purpose and are implemented effectively.

Professional development and training for pouārahi as required.

### **Mokopuna Record keeping**

#### Preventative Steps and measures:

There are clear expectations around the mokopuna record keeping processes across all areas of the kura.

Our Tiaki Tangata is responsible for mokopuna record keeping and data management.

Our Tiaki Tangata is confident in the technology systems for data entry, analysis and reporting

#### Next steps:

Continue reviewing and evaluating frameworks and processes that are fit for purpose and are implemented effectively.

Professional development and training for pouārahi as required.

### **Insurances**

#### Preventative Steps and measures:

Ensure Health and Safety requirements and procedures are upheld at all times.

Te Rito Limited has the necessary and appropriate Insurance cover for the operationalisation of the kaupapa.

Next steps;

Maintain insurance details and keep items relevant to needs for the organisation.

This will be monitored and reviewed as appropriate.

### **Transportation**

Preventative Steps and measures;

Maintain Te Rito Limited vans with appropriate services as needed.

Te Rito Limited vans are registered and warranted and fit for purpose and use.

Drivers of Te Rito Limited vans are fully licensed and do not pose any unnecessary risk to mokopuna

Next steps;

Use of transportation will be monitored and reviewed as appropriate.

### **Property, Health and Safety**

Preventative Steps and measures;

There are clear expectations around the frameworks, systems and procedures pertaining to property, health and safety.

Compliance of property, health and safety are all monitored by our Kāhui Whakahaere and pouārahi.

All pouārahi receive appropriate First Aid training and certification.

Next steps;

Continue reviewing and evaluating frameworks, systems and procedures pertaining to property, health and safety.

Professional development and training for pouārahi as required.

[Insert your answer to question 12]

At Rito, Te Kura Kaiao our day begins with karakia and mihi mihi to prepare mokopuna and pouārahi for the learning and exploration ahead.

Learning opportunities are a deliberate mix of ability groups, mixed ability groups, tuakana and teina as appropriate to the delivery of the programmes and needs of each mokopuna.

The pouārahi-mokopuna relationship evolves and is supported through structured plans like individual learning plans, smaller class and group sizes including Ao Māori pedagogy.

Mokopuna are part of a kaupapa where deep connections with the taiao of our atua Māori are explored and engaged. This includes our ngāhere (bush) on Taumarumaru and surrounding waterways of our awa (river) Ōtānenui and taha moana (beach) of Koekoeā.

Learning programmes are woven through these spaces to invigorate and capture mokopuna imaginative, joy and wonder to set Mokopuna Mindsets eager to learn and absorb the many sensory features our taiao (landscape) has to offer.

Tūhono tūpuna, tangata and taiao are integral to understanding the past, navigating the present and building taiao sustainability for the future generations.

*Ngā Tūhononga Matua*

Tūhono tūpuna

Mana whenua, whakapapa, kōrero tuku iho, hitori

|  |  |
|--|--|
| Connections to the past                      |  |
| Tūhono Tangata<br>Connections to the present | Thriving cultural landscapes, taonga and mātauranga protection, governed by tikanga.                                 |
| Tūhono Taiao<br>Connections to the future    | Grow tangata taiao, kaitiaki, kaipūtaiao, kairangahau, develop innovative solutions (aronga hou), kia toitū te taiao |

Our (Wai Ora) healthy waterways project is an example of one focus area to begin our new year that will feature as an initial learning opportunity and wānanga. This project will be our starting point in Term 1 as we explore our whenua. This project will provide a pathway to connect in our whānau, hapori, hapū, and iwi as appropriate. This will highlight the engagement and interaction with our awa Ōtanenui in a way that sustains and maintains its health, and connects in a meaningful and authentic way.

Ōtanenui is a local awa at the base of Taumarumaru Pā Reserve in Koekoeā (Coopers Beach). A 2 minute walk from our kura site reveals our native landscape, a natural rocky path through the awa allowing crossing to the walkways carved out along the base of the pā.

The purpose of this project includes research to understand the state of health and well-being of Ōtanenui, to develop and implement a regular ecological monitoring system(Pūtaiao) with all necessary equipment, and to develop a plan to return and or increase species such as kawai, inanga and tamure to the awa.

Facilitated learning programmes and opportunities will include; gathering local iwi experts to share the historic narrative and other surrounding areas of significance to deepen our understanding of this taonga to be able to make more informed decisions. Use scientific methods of collecting data that is guided by tikanga e.g. ecological monitoring including chemical testing, and examining sediment and substrate in the water. Monitoring the population of fish (tamure/snapper), tuna & other vertebrate and invertebrate species in the

waterway, analyse historical data and make comparisons.

Learning will cover the following three areas;

Phase 1 - Explore and establish kaupapa

Phase 2 -Develop education resources necessary for kura, whānau, hapu, iwi to utilise.

Phase 3 -Implement the educational resources and facilitate regular monitoring of Ōtanenui as kaitiaki and feedback information for data to the Department of Conservation.

### **Daily Learning Programme**

8.30am Karakia tīmatanga

8.45am Te Reo Matatini

9.30am Pāngarau

10.15am Paramanawa (morning tea)

10.45am Pūtaiao

11.30am Mokopuna mindsets

12.15pm Wā kai

1pm Whakapai i te whare (kaitiakitanga)

1.15pm Taiao (environmental studies and research)

2.45pm Hui o te kura/panui o te rā

2.55pm Karakia whakamutunga

3pm Kura finishes

**Graduate Profile**

**Kia taiaonuku, Ka taiaorangi, Toitu te mana ūkaipo!**

|         |  |
|---------|--|
| Tupuna  | Pakiaka - Pumanawa - Who you come from (past)<br>Kahiwi - Tuakiritanga - Who you are (present)<br>Hua - Pitomata - Who you can become (future) |
| Taiao   | He tangata taiao   |
| Tangata | Contributors<br>Connectors<br>Communicators with hapori, hapu & iwi  |

This kaupapa will be maintained and enhanced over the life of the contract, through ongoing development, mentorship and community and

whānau involvement that will contribute to the long-term stability and success of the kura. Ongoing review and evaluation will ensure grow and development to ensure Te Rito, Te Kura Taiāo remains the kura of choice for whānau living in Te Hiku o Te Ika.

## **Appendices**

### **Appendix A: Reta Tautoko 1 – Letter of support**

Released under the Official Information Act 1982

9(2)(a)

9th October 2024

To Whom It May Concern,

9(2)(a)

I am writing to express my full support for the application of Te Rito Te Kura Taiao to become a charter school here in the area of Ngati Kahu, Te Tai Tokerau. As a kaupapa deeply rooted in the values, teachings, and traditions of Māori culture, Te Rito Te Kura Taiao offers a unique educational experience that is not only academically enriching but also culturally transformative. Their values of **Tuhono Tupuna**, speak of their active journey to connection through whakapapa and the importance of each student, and their identity. **Tuhono Taiao**, which speaks of their journey to use the Taiao as a pedagogical tool to engage learners and promote the revival of traditional knowledge systems. **Tuhono Tangata**, this is reflected in the whakatauki He aha te mea nui te ao? He tangata he tangata, he tangata! What is the most important thing in the world? It is people, it is people! Their value on people, growing and strengthening whakapapa, community, and connections is central to their ethos and has been seen through the many interactions within and beyond Ngati Kahu to the world.

Te Rito Te Kura Taiao's educational philosophy is grounded in the belief that our future generations should grow up as our tūpuna (ancestors) did—closely connected to the taiao (natural world) and guided by the principles of whakapapa (genealogy), kaiiakitanga (guardianship), and manaakitanga (care and hospitality). By embedding traditional Māori knowledge, tikanga (customs), and practices into the learning environment, the Kura fosters a deep connection between students and their heritage, empowering them to become kaiiaki of their culture and the environment.

The school's innovative approach to education offers students an opportunity to learn not only in the classroom but also within the context of the natural world. Te Rito Te Kura Taiao integrates core academic subjects with real-world learning experiences, encouraging students to develop critical thinking skills, resilience, and a strong sense of identity. Their commitment to place-based learning, environmental stewardship, and tikanga Māori makes them a leader in culturally responsive education.

Te Rito Te Kura Taiao also serves as a hub for the wider community, fostering intergenerational learning and providing a space where elders, whānau, and local iwi can share their knowledge and stories through wānanga. This approach builds strong relationships between the school, the community, and the land, creating a holistic learning experience that benefits students academically, socially, and culturally.

The establishment of Te Rito Te Kura Taiao as a charter school will further enhance its ability to deliver this unique and powerful educational model. I am confident that as a charter school, Te Rito Kura Taiao will continue to inspire and uplift the next generation of Māori leaders, scholars, and environmental stewards.

I wholeheartedly support their application and believe that granting Te Rito Te Kura Taiao charter school status will have a lasting positive impact on its students, the Māori community, and Aotearoa as a whole. Should you require any further information, please do not hesitate to contact me.

Noā mihi nui.

9(2)(a)

## Appendix B: Reta Tautoko 2 – Letter of support

To whom it may concern,

Kia ora,

I am writing as a 9(2)(a) to express our strong support for the application of Te Rito Te Kura Taiao, which aims to serve our Māori community in The Far North. We believe that this kura is a crucial step towards enhancing educational opportunities and fostering a sense of cultural identity among our mokopuna.

The establishment of Te Rito Te Kura Taiao is essential for providing a culturally responsive education that reflects the values, traditions, and language of our people. This school is dedicated to promoting te reo Māori and integrating Māori perspectives across all areas of the curriculum of science, mathematics and literacy, ensuring that our tamariki are not only academically prepared but also deeply connected to their heritage.

The leadership team behind Te Rito Te Kura Taiao consists of passionate educators and community members who are committed to nurturing our taura in a safe and supportive environment. They understand the importance of whakawhanaungatanga—building relationships—and are focused on creating a community where every tāmāti feels valued and empowered.

We recognise the need for educational pathways that are tailored to the unique strengths and challenges of our hapū, iwi and wider community. The proposed charter school will provide personalised learning opportunities that address the diverse needs of our students, helping them to achieve their full potential while instilling pride in their Māori identity.

We urge you to consider this application favorably, as the establishment of Te Rito Te Kura Taiao will significantly enrich our hapū, iwi and wider community and provide our tamariki with the education they deserve.

Thank you for considering our endorsement. We are excited about the potential this kura holds for our tamariki and the future of our Māori community.

9(2)(a)

10-10-24

## Appendix C: Sample Polices of Health & Safety and Governance

## 4. Health, Safety and Welfare

### Health and Safety Management

Everyone in the Te Rito Te Kura Taiao workplace is responsible for health and safety.

Under the Health and Safety at Work Act, Te Kāhui Whakahaere and the tumuaki are the PCBU (person conducting a business or undertaking). Individual Te Kāhui Whakahaere members, including the tumuaki, are officers and must exercise due diligence.

Te Kāhui Whakahaere consults and works with other PCBUs that share the same health and safety duties to coordinate activities. Other PCBUs may include transport service providers, education infrastructure services, and other service providers.

Te Kāhui Whakahaere:

- makes health, safety, and welfare a key part of their role
- collaborates with pouārahi to improve our safety management system
- ensures hazards are identified, and eliminated or minimised following WorkSafe guidance as listed in Risk Management
- provides information, training, and supervision around health and safety, including an induction process
- ensures visitors know their responsibilities and are safe on kura grounds and while working with the kura
- promotes a culture of safety and continuous improvement
- encourages cooperation with pouārahi through worker engagement.

|                    |   |
|--------------------|---|
| <b>Legislation</b> | <ul style="list-style-type: none"><li>• Health and Safety at Work Act 2015</li></ul>  |
| <b>Resources</b>   | Ministry of Education   Te Tāhuhu o te Mātauranga: <ul style="list-style-type: none"><li>• <b>Health and safety management</b></li><li>• <b>Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders</b></li></ul> |

## Safety Management System

The Te Rito Te Kura Taiao health and safety management system brings together the various initiatives, assessments, procedures, control measures, and monitoring actions that are in place.

### Allocating resources

Te Kāhui Whakahaere provides the financial resources needed to comply with our health and safety obligations. This includes:

- Te Kāhui Whakahaere and tumuaki performing their duties under the Health and Safety at Work Act and exercising due diligence.
- Having a health and safety committee and elected health and safety representative to:
  - Address health and safety issues.
  - Support communication between pouārahi and Te Kāhui Whakahaere.
  - Help ensure the kura complies with its obligations as part of worker engagement, participation, and representation.
- Funding measures to eliminate or minimise risks as reasonably practicable.

### Planning and implementation

Te Rito Te Kura Taiao sets goals for its health and safety performance in collaboration with the health and safety committee and elected health and safety representative. We review these goals at least once a year.

Planning includes our planning and preparing for emergencies, disasters, and crises.

Te Rito Te Kura Taiao systematically and regularly identifies hazards and assesses risks. Examples of control measures in place include:

- Plant and Machinery Safety
- Hazardous Substances
- Swimming Pool Management and Maintenance.

### Performance measurement

Te Rito Te Kura Taiao measures our performance against our health and safety goals in a number of ways, including:

- Regular communication with pouārahi through our health and safety committee and elected health and safety representative.
- Regular health and safety reports from pouārahi.
- Health and safety goals as part of pouārahi performance management.
- Regular reports to Te Kāhui Whakahaere on any work-related illness or injury suffered by pouārahi, and support plans for their safe and early return.
- Regular checks that pouārahi are following health and safety procedures.
- Regular checks that inductions are carried out for pouārahi, contractors, and visitors, as appropriate.

### Performance review

Te Rito Te Kura Taiao measures health and safety performance through regular self-review and board assurances. This includes reporting on:

- Risk management
- Evacuation/emergency kit and supplies
- An audit of compliance by our health and safety committee and elected health and safety representative
- First aid, recording and notification of accidents, and managing/administering/recording medication
- Child protection
- Abuse recognition and reporting
- Searches, surrender, and retention of property
- Physical restraint
- Digital technology and cybersafety
- Bus safety, behaviour, and incidents.

The tumuaki assures Te Kāhui Whakahaere that the kura safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of pouārahi, providing a safe environment for

pouārahi and other people at the kura, and minimising risks to health and safety. The tumuaki assures Te Kāhui Whakahaere that pouārahi have had the opportunity to participate in improving workplace health and safety. See **Review Schedule and Board Assurances**.

### Primary Duty of Care

At Te Rito Te Kura Taiao, Te Kāhui Whakahaere has a primary duty of care for people at the kura. This means Te Kāhui Whakahaere is primarily responsible for the health and safety of pouārahi (including teachers and non-teaching staff, volunteer workers, and contractors), and others who may be affected by kura operations.

Primary duty of care is a responsibility of Te Kāhui Whakahaere as the PCBU (person conducting a business or undertaking) under section 36 of the Health and Safety at Work Act 2015. To meet its primary duty of care, Te Kāhui Whakahaere does what is reasonably practicable to provide and maintain a safe environment, and works to eliminate or minimise health and safety risks.

Our Health, Safety, and Welfare Policy, along with supporting policies and procedures, ensures we provide and maintain a safe workplace.

### Board Responsibilities under the Health and Safety at Work Act

Te Kāhui Whakahaere is responsible for providing and maintaining:

- A safe work environment where risks to health and safety are minimised or eliminated
- Safe plant and structures
- Safe systems of work

Te Kāhui Whakahaere must also ensure that systems are in place for:

- Safe use, handling, and storage of plant, substances, and structures
- Welfare support for workers
- Training and supervision to minimise health and safety risks
- Monitoring worker health and workplace conditions

We fulfill our primary duty of care in these areas and have policies and procedures that support safe practice in each area.

|                       |  |
|-----------------------|--|
| <b>Related Topics</b> | <ul style="list-style-type: none"> <li>● Risk Management</li> <li>● Health and Safety Induction</li> <li>● Contractors Working at School</li> <li>● Worker Engagement, Participation, and Representation</li> <li>● First Aid Training and Supplies</li> <li>● Recording and Reporting Accidents, Injuries, and Illness</li> <li>● Staff Wellbeing and Safety</li> <li>● Plant and Machinery Safety</li> <li>● Hazardous Substances</li> </ul> |
| <b>Legislation</b>    | <ul style="list-style-type: none"> <li>● Health and Safety at Work Act 2015</li> </ul>   |
| <b>Resources</b>      | <ul style="list-style-type: none"> <li>● WorkSafe   Mahi Haumarū Aotearoa: <b>Primary duty of care</b> <input type="checkbox"/></li> <li>● Ministry of Education   Te Tāhuhu o te Mātauranga: <b>Roles and responsibilities</b> <input type="checkbox"/></li> </ul>  |

Released under the Official Information Act 1982

## Due Diligence

The Health and Safety at Work Act encourages officers to proactively undertake due diligence to ensure health and safety is prioritised by the board. This improves health and safety at Te Rito Te Kura Taiao and reduces the risk of liability. Due diligence involves making governance decisions that do not adversely or negatively affect health and safety, and taking reasonable steps to:

- know about work health and safety matters and keep up-to-date
- gain an understanding of the operations of the kura and the hazards and risks generally associated with those operations
- ensure the board has appropriate resources and processes to eliminate or minimise those risks
- ensure the board has appropriate processes for receiving information about incidents, hazards, and risks, and for responding to that information
- ensure the board has, and implements, processes for complying with any duty or obligation of the board
- verify that these resources and processes are in place and being used.

### Maintaining due diligence

As part of our due diligence, we:

- regularly review our resources and processes for managing potential risks, and encourage feedback from pouārahi and whānau in reviewing kura policies
- ensure resources are planned and budgeted, and used for health and safety
- include health and safety as a standing agenda item for board and team meetings
- keep up to date with review and board assurances
- engage health and safety advisors when appropriate
- include risk management in all education outside the classroom (EOTC) event planning, including discussing health and safety requirements with providers
- collaborate with other kura when planning shared events to establish responsibilities and actions regarding health and safety.

### Due diligence with our whānau

Working with our whānau includes:

- talking to pouārahi and parents/caregivers and other people about health and safety issues, and encouraging feedback

- including health and safety issues in kura communications such as the newsletter
- keeping up to date with Ministry of Education advisories, and reading and actioning SchoolDocs advisories.

### Failure to take due diligence

There are three offences under the Act relating to failure to take due diligence:

- reckless conduct in respect to duty
- failing to comply with duty that exposes an individual to risk of death or serious injury or serious illness
- failing to comply with duty.

These offences carry penalties depending on who has failed in exercising due diligence, and the severity of the non-compliance. The tumuaki, as a paid officer, and the board, as an entity, may be subject to prosecution and/or penalties if they fail to meet the duty of due diligence.

Voluntary officers and board members have the duty of due diligence, but are not liable for breach of duty. Although individual board members are not liable, it is important that they exercise due diligence as individuals to protect the board as an entity.

WorkSafe will prosecute in the most serious situations where non-compliance has been serious or flagrant, or the harm or potential harm is severe.

|                  |   |
|------------------|---|
| <b>Resources</b> | <ul style="list-style-type: none"> <li>• Ministry of Education   Te Tāhuhu o te Mātauranga: <b>Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders</b></li> </ul> |
|------------------|---|

### Risk Management

Under the Education and Training Act 2020, and in alignment with the Statement of National Education and Learning Priorities (NELP), Te Rito Te Kura Taiao has a duty to support the health, safety, and wellbeing of its mokopuna, pouārahi, and whānau. Managing risk is a key method by which Te Rito Te Kura Taiao can carry out this duty. Managing risk includes:

- regularly identifying and reporting reasonably foreseeable hazards that could give rise to risks to health and safety

- eliminating such risks to health and safety so far as is reasonably practicable and reporting on any actions taken
- minimising such risks to health and safety so far as is reasonably practicable if elimination is not possible, and reporting on any actions taken.

### Definitions

A hazard is something that could cause harm. This broad definition is often divided into types of hazard:

- biological (e.g. viral and bacterial infections)
- chemical (e.g. asbestos, cleaning products, and pesticides)
- ergonomic (e.g. repetitive movements and posture)
- physical (e.g. harmful physical force and eye injuries)
- psychosocial (e.g. work relationships and roles, and other stresses such as deadlines and achievement expectations).

Risk is the likelihood that the hazard will cause harm and the severity of the potential harm.

Risk assessments identify hazards and the level of risk each hazard poses. This informs our decision-making about what needs to be done to eliminate or minimise risks, so far as is reasonably practicable.

### Hierarchy of controls

Under the Health and Safety at Work Act 2015, Te Rito Te Kura Taiao is required to eliminate risks. If it is not reasonably practicable to do so, we follow the WorkSafe hierarchy of controls:

1. Minimise the risks using risk-control measures such as:
  - replacing the hazard with something that gives rise to a lesser risk
  - isolating the hazard from any person exposed to it
  - preventing anyone from coming into contact with the hazard
  - implementing engineering controls.
2. If a risk remains, minimise the remaining risk by implementing administrative controls, such as training.
3. If a risk still remains, minimise the remaining risk by ensuring the provision and use of suitable personal protective equipment.

## Identification and reporting

Te Rito Te Kura Taiao carries out regular audits to identify and report hazards. We recognise that new hazards arise regularly, so identification, assessment, reporting, decision-making, and implementing control measures form part of the day-to-day tasks of pouārahi.

Once a hazard has been identified, Te Rito Te Kura Taiao assesses and makes decisions about how to manage the risk. We follow the hierarchy of controls (above) and consult with pouārahi and any other relevant stakeholders where appropriate.

**See How to Manage Work Risks for guidance in assessing risk.**

Te Rito Te Kura Taiao reports any new hazard that can't be easily and immediately eliminated using the Hazard Identification form. The form describes the hazard, its level of risk, and the actions taken to eliminate or minimise it. If the hazard can't be eliminated, it is entered onto the hazard register to be monitored and audited.

It is the responsibility of the tumuaki to regularly monitor and audit all permanent hazards using the hazard register.

Monitoring and auditing hazards ensures that control measures remain effective, suitable, and fit for purpose; and that they are installed, set up, and used correctly.

Also see **Earthquakes for an Earthquake Hazard Checklist** to help minimise earthquake injury/damage in the classroom.

|                    |  |
|--------------------|--|
| <b>Legislation</b> | <ul style="list-style-type: none"><li>• Education and Training Act 2020</li><li>• Health and Safety at Work Act 2015</li></ul>   |
| <b>Resources</b>   | <ul style="list-style-type: none"><li>• Ministry of Education   Te Tāhuhu o te Mātauranga:<ul style="list-style-type: none"><li>◦ <b>Risk identification, assessment and management</b></li><li>◦ <b>Health and Safety requirements for boards and school leaders</b></li></ul></li><li>• WorkSafe   Mahi Haumaruru Aotearoa:<ul style="list-style-type: none"><li>◦ <b>Risk management</b></li><li>◦ <b>Worker engagement, participation and representation</b></li></ul></li></ul> |

## Te Kāhui Whakahaere Responsibilities

### Purpose

This policy outlines the roles and responsibilities of Te Kāhui Whakahaere to ensure effective governance and management of the kura, in alignment with relevant legislation and best practices.

### Governance Responsibilities

The structure and appointment of Te Kāhui Whakahaere meet the conditions of the Education and Training Act 2020 (s 119, s 121, Schedules 22–23). Te Kāhui Whakahaere must meet minimum standards of conduct (Education and Training Act, s 166). Te Kāhui Whakahaere can apply penalties if a member fails to comply with the code of conduct.

Te Kāhui Whakahaere must comply with the regulations for board procedures outlined in the Education (School Boards) Regulations 2020 (s 10–19) and Te Kāhui Whakahaere members are required to follow our agreed board governance processes and procedures.

Te Kāhui Whakahaere acts on communications and advice received from relevant agencies (e.g. Ministry of Education, Teaching Council, NZQA).

1. **Te Tirohanga Nui | Strategic Direction:** Establish and review the kura vision, mission, and strategic goals.
2. **Policy Development:** Develop, approve, and monitor school policies that guide the operation of the kura.
3. **Compliance:** Ensure compliance with all relevant legislation, including the Education and Training Act 2020, the Health and Safety at Work Act 2015, and other applicable regulations.
4. **Financial Oversight:** Approve and monitor the kura budget, financial performance, and resource allocation to ensure financial sustainability.
5. **Risk Management:** Identify and manage risks to the kura, ensuring appropriate health, safety, and welfare measures are in place.
6. **Accountability:** Report to the kura community on performance and decision-making, ensuring transparency and accountability.

### Management Responsibilities

1. **Delegation:** Delegate day-to-day management responsibilities to the tumuaki while retaining overall accountability for the kura performance.
2. **Support and Oversight:** Provide support to the tumuaki and monitor their performance against established goals and objectives.
3. **Community Engagement:** Engage with the kura community, including parents, caregivers, and mokopuna, to gather feedback and ensure their voices are heard in governance processes.

### Board Composition and Conduct

1. **Membership:** Ensure a diverse and skilled board composition that reflects the kura community.
2. **Meetings:** Hold regular Kāhui Whakahaere meetings, ensuring that minutes are recorded and made available to the kura community.
3. **Professional Development:** Participate in ongoing professional development to enhance governance skills and knowledge.

### Review and Evaluation

1. **Self-Review:** Conduct regular self-reviews of board performance and effectiveness.
2. **Policy Review:** Review this policy annually to ensure it remains relevant and effective.

### Conclusion

Te Kāhui Whakahaere of Te Rito Te Kura Taiao is committed to fulfilling its responsibilities with integrity and accountability, ensuring the success and well-being of all taura and kaimahi.

### Tūmuaki Responsibilities

The tumuaki of Te Rito Te Kura Taiao is responsible for the management of our kura and is accountable to Te Kāhui Whakahaere and the kura community.

- As a full member of Te Kāhui Whakahaere, the tumuaki is responsible for meeting all Kāhui Whakahaere responsibilities – see **Te Kāhui Whakahaere Responsibilities**
- As the chief executive of Te Kāhui Whakahaere in relation to the control and management of the kura, the tumuaki:
  - complies with the general policy directions of Te Kāhui Whakahaere (Education and Training Act 2020, s 130)

- has complete discretion to manage the day-to-day administration of the kura as they think fit (Education and Training Act 2020, s 130)
- implements the policies and procedures of the kura and delegates responsibilities to other kaimahi as needed provides Te Kāhui Whakahaere with information they need to carry out its own responsibilities
- assures Te Kāhui Whakahaere through regular Kāhui Whakahaere reporting that the kura complies with key legislative and regulatory requirements, that policies and procedures are up to date, and that appropriate actions have been taken – see **Review Schedule and Board Assurances**.
- As an employee of Te Kāhui Whakahaere, the tumuaki is responsible for meeting the requirements of their employment agreement, including participating in a professional growth cycle – see **Principal Professional Growth Cycle**
- As the educational leader of our kura, the tumuaki engages with kaimahi, kaimahi, and the kura community on operational matters as appropriate.

Responsibilities of the tumuaki are included in our policies and procedures, which are grouped into the following policy sections:

- **Governance and Management Policy**
- **School Community Engagement Policy**
- **Curriculum and Student Achievement Policy**
- **Employer Responsibility Policy**
- **Finance and Asset Management Policy**
- **Health, Safety, and Welfare Policy**
- **Privacy.**

## School planning and reporting

The tumuaki of Te Rito Te Kura Taiao is responsible for the management of our kura and is accountable to Te Kāhui Whakahaere and the kura whānau.

- As a full member of the board, the principal is responsible for meeting all board responsibilities – see **Te Kāhui Whakahaere Responsibilities**
- As the chief executive of the board in relation to the control and management of the kura, the tumuaki:
  - complies with the general policy directions of the board (Education and Training Act 2020, s 130)

- has complete discretion to manage the day-to-day administration of the kura they think fit (Education and Training Act 2020, s 130)
- implements the policies and procedures of the school and delegates responsibilities to other pouārahi as needed
- Provides Te Kāhui Whakahaere with information they need to carry out its own responsibilities
- assures Te Kāhui Whakahaere through regular board reporting that the kura complies with key legislative and regulatory requirements, that policies and procedures are up to date, and that appropriate actions have been taken – see **Review Schedule and Board Assurances**.
- As an employee of the board, the principal is responsible for meeting the requirements of their employment agreement, including participating in a professional growth cycle – see **Tumuaki Professional Growth Cycle**
- As the educational leader of our school, the tumuaki engages with pouārahi, mokopuna, and the kura whānau on operational matters as appropriate.

Responsibilities of the tumuaki are included in our policies and procedures, which are grouped into the following policy sections:

- **Governance and Management Policy**
- **School Community Engagement Policy**
- **Curriculum and Student Achievement Policy**
- **Employer Responsibility Policy**
- **Finance and Asset Management Policy**
- **Health, Safety, and Welfare Policy**
- **Privacy**

|                       |  |
|-----------------------|--|
| <b>Related topics</b> | <ul style="list-style-type: none"> <li>• Te Kāhui Whakahaere Responsibility</li> <li>• Te Tiriti o Waitangi</li> <li>• Privacy</li> <li>• Employer Responsibility Policy</li> <li>• Equal Employment Opportunities</li> <li>• Kura Community Engagement Policy</li> <li>• Māori Educational Achievement</li> </ul> |
| <b>Legislation</b>    | <ul style="list-style-type: none"> <li>• Education and Training Act 2020</li> </ul>  |

|                  |   |
|------------------|---|
|                  | <ul style="list-style-type: none"> <li>• Education (School Planning and Reporting) Regulations 2023</li> </ul>  |
| <b>Resources</b> | <ul style="list-style-type: none"> <li>• Ministry of Education   Te Tāhuhu o te Mātauranga: <ul style="list-style-type: none"> <li>• <b>School planning and reporting: Te Whakangārahu Ngātahi   Planning Together for Ākonga Success</b></li> <li>• <b>School annual reports</b></li> <li>• <b>School annual financial statements</b></li> </ul> </li> </ul> |

## Managing policies and procedures

### Policy review

The tumuaki and Te Kāhui Whakahaere are responsible for the regular review of our policies and procedures, including following the annual self-review and board assurances schedule and the three-yearly scheduled review cycle. The review process allows our Kāhui Whakahaere and tumuaki to confirm that policies are in place, up to date, and being implemented effectively, and/or address any issues that affect compliance. Our kura community is able to participate in the review of our policies and procedures where appropriate. Te Kāhui Whakahaere and tumuaki consider feedback from the kura community as part of the review.

### Policy updates

All policies, and updates are minuted at Te Kāhui Whakahaere meetings as needed. The tumuaki advises kaimahi, and other members of the kura community of any changes or updates to policies and/or procedures that may affect them.

### Review schedule and Te Kāhui Whakahaere assurance

Under the Education and Training Act 2020, Te Kāhui Whakahaere is responsible for the governance of the kura including setting and reviewing policies by which the kura is governed and managed.

Te Kāhui Whakahaere reviews the success of implementing the key legislative and regulatory requirements listed below and takes steps to address any gaps in implementation. The tumuaki

assures Te Kāhui Whakahaere through their regular reporting that the kura complies with these requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken.

|                       |   |
|-----------------------|---|
| <b>Related topics</b> | <ul style="list-style-type: none"><li>• Te Kāhui Whakahaere Responsibilities</li></ul>  |
| <b>Resources</b>      | <ul style="list-style-type: none"><li>• Education Review Office: <b>The School Self Audit and Assurance Statement: A New Approach</b></li></ul> |

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## Appendix D: Te Rito, Te Kura Taiao Enrolment Form



### TE RITO TE KURA TAIAO PĀNUI WHAKAURU | ENROLMENT FORM

|  |                          |                      |
|--|--------------------------|----------------------|
| <b>Mokopuna Personal Information</b>   |                          |                      |
| Legal First Names: _____   | Legal Surname: _____     |                      |
| Preferred First Name: _____  | Preferred Surname: _____ |                      |
| Gender: Tama   Kōtiro (circle one)   | Date of Birth: _____     |                      |
| Home address: _____  |                          |                      |
| Postal address (if different): _____   |                          |                      |
| Home Phone: _____  | Mobile: _____            | Email: _____         |
| Current Year Level: _____ or New Entrant   |                          |                      |
| Pre-Kura Enrolment (ECE   Kōhanga   Puna Reo) _____  |                          |                      |
| Previous Kura Name: _____  |                          |                      |
| Nationality: _____   |                          | Home Language: _____ |
| Ethnic Group: <input type="checkbox"/> NZ Maori <input type="checkbox"/> NZ European / Pakeha <input type="checkbox"/> Cook Island Maori <input type="checkbox"/> Indian <input type="checkbox"/> Tongan <input type="checkbox"/> Chinese                        |                          |                      |
| <input type="checkbox"/> Samoan <input type="checkbox"/> Tokelauan <input type="checkbox"/> Vietnamese <input type="checkbox"/> Nuiean <input type="checkbox"/> Fijian <input type="checkbox"/> Malaysian <input type="checkbox"/> Other (please specify): _____ |                          |                      |
| NZ Maori - Please specify Iwi: 1) _____ 2) _____ 3) _____  |                          |                      |
| <b>Siblings likely to be interested in enrolling</b>   |                          |                      |
| Name: _____  | D.O.B. _____             |                      |
| Name: _____  | D.O.B. _____             |                      |

Kia Taiao Nuku Ka Taiao Rangī. Toitu Te Mana Ūkaipō  
Tūhono Tūpuna. Tūhono Tangata. Tūhono Taiao.

**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.

[Insert proposed amendments to the Specific Terms]

N/A

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## 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.

[Insert changes since your stage one submission]

- **Our Puna reo numbers have increased since submitting our stage one application**
- **Mana Whenua Voice added to Governance Membership**
- **Additional Tiaki Pakihi role created to prioritise oversight of Finance Performance and HR obligations.**

| 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.  | <input checked="" type="checkbox"/>     |
| 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"> <li>collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.</li> <li>use such information in the assessment of this Application.</li> </ul> <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>   | <input checked="" type="checkbox"/>     |
| 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.  | <input checked="" type="checkbox"/>     |
| 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.   | <input checked="" type="checkbox"/> N/A |
| 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> | <input checked="" type="checkbox"/>     |
| Details of conflict of interest: <input type="checkbox"/> [not applicable]. |  | <input checked="" type="checkbox"/>     |

*[Handwritten Signature]*

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**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:            | Hailey-Jane Tobin   |
| Title / position:     | Kaitiaki  |
| Name of organisation: | Te Rito Ltd   |
| Date:                 | 10/10/2024  |