

Te Kura Hourua O Whangarei Terenga Paraoa

Whangarei

PARTNERSHIP SCHOOLS KURA HOURUA READINESS REPORT

Confirmed report to MOE June 2014

BACKGROUND

The Ministry of Education commissioned the Education Review Office (ERO) to help determine the readiness of Te Kura Hourua O Whangarei Terenga Paraoa to operate effectively as a school in 2014.

Te Kura Hourua O Whangarei Terenga Paraoa is the one of the first five Partnership Schools Kura Hourua (PSKH) in New Zealand. These schools are a new type of school within the existing network designed to bring together the education, business and community sectors to provide new opportunities for students to achieve educational success. These schools have been given flexibility about how they operate and use funding to deliver school-specific targets.

A contract between the PSKH and the Ministry of Education serves as the central expression of the sponsor's accountabilities to the Crown, and the Crown's commitment to resourcing the school. Clearly specified targets for student achievement, student engagement, enrolment of priority learners and financial reporting are in place. The contracts were signed in September 2013.

Terms of reference

The MOE asked ERO to:

- focus on the systems and procedures necessary for Te Kura Hourua O Whangarei Terenga Paraoa to open smoothly in 2014
- identify what is in place and its suitability, what is planned, any gaps and whether the plan is achievable
- identify (as near as possible) priority areas to be addressed
- recognise that many procedures and systems will be in the process of being developed and look for evidence that the school is aware of the need and has a planned timeframe to develop them
- seek evidence that the national priorities and all applicable guidelines provided by the Ministry, have been considered.

METHODOLOGY

ERO met with the sponsors, school management team, the governance facilitator, local MoE staff and school staff to determine the context and preparation of this school. The process to evaluate the readiness of this school has been tailored to the particular circumstances and progress of the individual school.

An interim written report was prepared for the Ministry of Education in December to comment on progress up to that time to supplement verbal reports.

Visits to the school in 2014 have focused on the development of the teaching and learning model and observations of the programme in action, including discussions with students. Evidence was gathered to verify that timely and appropriate steps have been taken to prepare the school to operate effectively. The matters detailed in the appendix to this report, the readiness profile, relating to school governance and management have been discussed with school management and members of He Puna Marama Trust.

FINDINGS

Te Kura Hourua O Whangarei Terenga Paraoa opened in February 2014 to cater for students in Years 9 to 13. The sponsor, governance facilitator, chief executive and professional leader have worked well together to open a new school in a short time. They are committed to providing new and better opportunities for young Māori to succeed.

The school's sponsor, He Puna Marama Trust, operates as a successful provider of early childhood education and other community services. It provides wraparound mentoring and residential support for school-age Maori boys in an academy programme modelled on Company A of the Maōri battalion. The school has been designed to extend the work of that programme and provide more individualised learning pathways and support. Most of the students previously enrolled at the Academy have joined the kura, but some have continued to be enrolled at other Whangarei secondary schools.

The school's philosophy is built around three pou: kia Māori, kia mātau and kia tū Rangatira ai (be Māori, be educated, be rangatira). Students learn in an environment steeped in Ngapuhitanga. Student and teacher induction at the start of 2014 involved a week long hikoi to six of the major marae for Ngapuhi. Through this experience, students and staff developed a sense of whānau and belonging to their whakapapa and to this new school.

All the student in the school are Māori, many of whom whakapapa to Ngapuhi. Of the 54 students, 17 are girls.

School culture is focused on empowering students to develop an approach to learning and knowledge that will allow them to achieve any goal that they set themselves both during their time and school and for the rest of their lives. The school offers a full range of qualifications in Māori with a particular focus on te reo and tikanga Māori, and Māori performing arts. Students are encouraged to work towards NCEA qualifications at Levels 1, 2 and 3, and University Entrance, as appropriate to their aspirations.

Students in Years 9 and 10 learn together in a group. Senior students in Years 11 to 13 have personalised learning plans intended to scaffold their learning as they progress through formal qualifications. Much of the seniors' learning is independent project work, and includes programmes provided through Te Kura, North-Tech, and te Wananga o Aotearaoa. The change from the original intention of students studying courses at other local schools may have resulted in a better outcome for students in terms of pastoral care, cultural identity and learning support.

The school has worked with NZQA staff to successfully achieve Consent to Assess in a short space of time. School leaders are committed to support students to achieve meaningful credits through NCEA assessment that will be of benefit in future studies or career pathways. Students appreciate the school's mentor model through which non-teaching staff provide ongoing coaching and support.

Governance and leadership systems are robust. The Trust's existing culture of self review is well thought through. The challenge now is to consider what information the sponsor needs to be assured that it is meeting its contractual obligations as a partnership school. Developing appropriate

self-review systems to determine the worth of school initiatives and to determine future directions will be an important next step.

The chief executive has used her previous knowledge and experience in establishing the school's vision. She and the professional leader, the pouwhakahaere, work well together to develop an environment where students are supported to be successful. They are seeking further teaching expertise to complement the current teaching team.

Most teachers are registered teachers. Non-registered teachers have been appointed for their specific experience and expertise in their field. Teachers work collegially towards increasingly developing a shared understanding of, and implementing, suitable support and learning programmes for their students. Appropriate systems for performance appraisal, maintaining teacher registration and police vetting are in place.

The school operates out of spacious and refurbished premises in central Whangarei. These premises provide multi-purpose learning spaces that enable students to work together in large or small groups. It is appropriately resourced for this stage of its development. However, leaders are still working towards providing improved ICT access and resources for students.

Priority areas to be addressed

Areas for development are:

- appointing teachers with the appropriate kaupapa, qualifications and expertise
- gathering appropriate, valid and robust data to establish baseline data, inform teaching and learning and identify ongoing progress and achievement
- developing purposeful PLPs to develop suitable pathways for students, in response to their needs
- differentiating teaching and learning for students
- building a shared understanding of effective teaching and learning
- ongoing development and provision of ICT in the curriculum.

Where there is need for further development, we are confident in the school's capacity to address these matters.

**Appendix one: Readiness Profile
PARAOA**
TE KURA HOURUA O WHANGAREI TERENGA

Matters to address	Progress	Comment where applicable
The vision and direction for the school is developed and reflected in documentation for the school.	✓	Very attractive and professional prospectus. Excellent use of imagery to articulate the school's vision and purpose and link to kaupapa. Promotion of success as Maori is clear and consistent in all documentation.
Planning and practices show responsiveness to the needs of Maori students, Pasifika students, and students with special education needs.	✓	100% Māori enrolment – kaupapa underpins all thinking and actions. Challenge is to also provide well for any learners who may have special education needs.
Processes for planning and reporting, and self-review are being developed.	✓	Existing internal accountability mechanisms have been adapted for the school. Next step is consider what information the sponsor needs to be assured that obligations are met, and what level of self review is need internally to continue to monitor the impact of any initiatives.
Processes are to ensure students settle effectively into the new school have been developed and are being implemented.	✓	A significant investment of time was made at the beginning of the year to develop whanaungatanga. The challenge now is to provide effective induction for any students who were not present at the start of the school year.
Systems for assessing, analysing and reporting on student achievement are being developed.	Some	Successful in gaining Consent to Assess from NZQA. Baseline and ongoing assessment in Years 9 and 10 remains a challenge. School is currently using BURT and Schonell spelling lists, not likely to provide adequate relevant information to inform programme delivery. Next step is to develop the use of standardised assessment tools that will provide more useful diagnostic data. PD needed.

A set of key policies and procedures are in place to ensure the health and safety of staff and students, and there is a programme in place to develop others that may be needed.	✓	Excellent policies and procedures – comprehensive and aligned with school's vision and with relevant MoE guidelines.
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	✓	Continues to be highly evident. The support of He Puna Marama Trust leadership, staff and systems has been very important in enabling the school to start well.
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff	✓	Key understandings are being shared. Appropriate PLD has been identified to further develop these understandings and expectations.
A school curriculum and programmes are being developed to reflect the needs of students and sufficient planning is in place to guide learning as the school opens.	Under development	Yes. More articulated planning is required, as well as planning for differentiated provision across the school.
The school is staffed appropriately to provide the desired programme and staff induction is planned		Not easy to attract staff with the right skill set. Still advertising for a Maths teacher. Also looking for either an English or te reo Māori teacher.
Performance management systems for staff are being developed	✓	HR processes well documented. Performance management systems include KPIs have been developed to suit this specific context and are likely to support good practice in promoting student achievement.
A disputes procedure has been developed	✓	Clear and well documented.
Effective systems are in place to monitor student engagement, including a student management system.	✓	KAMAR in place. Ongoing PD for staff in how to make best use of it will be helpful. Attendance is carefully monitored and student attendance rates are high.

An enrolment scheme and enrolment procedures are in place, (noting that the school has a maximum roll as referred to in Schedule 3 of the Contract), and they must adhere to the “open for all” enrolment policy whilst targeting priority learners.	✓	52 students on roll. Enrolment scheme is in place.
Policies and procedures for managing school finances and a draft budget for 2014 are in place	✓	Carefully thought through and documented.
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ICT.	✓	Modern learning environment is light and spacious. Ongoing plans for further development for smaller, discrete learning areas. ICT and resources need further development. Access to ICT is slow. School has begun to use Cloud computing (wikis).
There is a plan for the operation and maintenance of the school premises.	✓	