

New Schools Readiness to Open Report

Te Kōpuku High

Location: Hamilton

MoE Profile Number: 751

Readiness Review

March 2017

Background

The Ministry of Education (MoE) commissioned the Education Review Office (ERO) to conduct a review of preparation work in order to help determine the readiness of Te Kōpuku High to open.

Terms of reference

The MoE asked ERO to review aspects of:

- governance and management
- professional leadership
- teaching and learning

as outlined in the First Schedule of the Memorandum of Understanding.

Methodology

Over the course of five months, ERO has met a number of times with the Sponsor, Tumuaki and governance facilitator, and read documents developed to guide the school's operation, to evaluate Te Kōpuku High's progress towards readiness to open. ERO also met with teachers and other staff, spoke with students and observed the programme in action in March 2017.

An interim report was prepared for the MoE in December 2016 to provide information on progress to date.

Findings

Te Kōpuku High was approved in August 2016 as a coeducational composite secondary school located in the Hamilton area. The establishment of the partnership school |kura hourua is to be phased in over five years to a maximum roll of 300 students. The vision of the Sponsor, Kia Ata Mai Trust, is to provide Māori students with a culturally rich educational experience that supports each of them to assume responsibility for their own learning and achieve success. Students have the opportunity to develop strong language and literacy skills in Māori and English that underpin their group and individual project-based learning.

The school opened with 110 students, spread evenly over Years 7 to 9. Students came from 38 contributing schools, mostly mainstream schools though some had prior experience in Māori medium education. The students are very well settled and well engaged in their learning. The induction process was effective. An intensive three week programme was planned to help students build relationships with peers and adults, understand the principles and processes of the school's curriculum and become immersed in the school's cultural context. Students particularly value the high trust model, their relationships with teachers and the choices they have within the curriculum design.

Sited in an industrial area, the premises have been thoughtfully adapted and landscaped to provide appropriate, flexible learning spaces for the educational programme the school offers. There are ample spaces for arts, photography, technology, IT, physical activities (gym and fitness room), individual and small group instruction and recreation. The proximity of industry will support the school's emphasis on STEM subjects and future learning and employment pathways. All students are

confidently using their own device in their learning. Students have good access to learning resources.

The Trust has had a fraught process to get resource consent from the Hamilton City Council to operate as a school premises. This has been both expensive and time-consuming. It poses a risk to the school's future planning if the consent needs to be renegotiated annually, and if the timing of that process impedes future enrolments. The school is meeting the Council's operating requirements, including keeping records about how each student travels to and from the school each day. The Sponsor and Tumuaki take the potential risks to student safety very seriously and have put in place procedures to keep students and their whānau safe on the roads and footpaths around the school. They are planning to provide their own bus transport in the future. The data they are gathering about students' transport arrangements should enable them to put a convincing case to the Council later this year.

The governance facilitator has worked closely with the Sponsor to set up an appropriate governance structure that keeps the Kia Ata Mai Trust Board as a separate entity from the Te Kōpuku High Board and enables the key people to manage any potential conflicts of interest. He has also provided advice on setting up a draft performance management system, including appraisal of the Tumuaki and staff. The school board and Tumuaki would benefit from continued support from the governance facilitator during the first year of operation as these processes are implemented and embedded.

Kia Ata Mai Trust employed the teachers during the term prior to the school's opening and this has resulted in their carefully planned and effective induction to the school's vision and curriculum. High levels of collaborative planning and teaching are evident in the programme. Staff (learning facilitators and coaches) are developing a deep understanding of the curriculum model and mode of delivery. They are working towards making strong educational connections within and across the compulsory and project-based learning so that students can realise their "greatness". This process will become stronger as staff become more familiar with students' strengths and interests and also with the potential of the curriculum model.

The Tumuaki and Kia Ata Mai Trust bring high levels of expertise in assessment and curriculum knowledge. The teachers have used the assessment information gathered during the enrolment phase as well as during the first few weeks of 2017 to group the students for instruction in te reo Māori/English and mathematics according to their current learning levels. Teachers use a computer programme to monitor students' learning activities and progress electronically. The student management system, KAMAR, is operating but ongoing adaptations are being made to make the programme fit for purpose for this school's context.

The Tumuaki and staff are actively engaging whānau in their children's learning journey. They are taking a strengths-based approach based on children's interests and potential. A recent whānau hui helped parents to understand the curriculum model better, in particular, the extent to which it is based on children's choices, passions and strengths. They are planning to keep whānau informed about their children's progress through a combination of face-to-face meetings, written reporting and parents' access to the school's intranet.

Priority areas to be addressed

Key next steps for the school are to:

- implement the appraisal process
- work with the Hamilton City Council to secure resource consent for a longer period, to give the school more certainty with its future planning.

Conclusion

Preparatory work to ensure the opening of Te Kōpuku High in February 2017 has been very well managed by the Sponsor and Tumuaki, supported by the governance facilitator. The school is well prepared to cater for the needs of its foundation students.

Appendix one: Readiness Profile Te Kōpuku High

Matters to address	Progress	Comment
The vision and direction for the school is developed and reflected in all documentation for the school.	√	Strength
Planning and practices show responsiveness to the needs of Māori students, Pasifika students and students with special education needs/additional learning needs.	√	Focus is on Māori students. Additional learning needs have been identified. Responsive programmes.
Processes for planning and reporting, and self review are being developed.	Progressing	Aware of requirements.
Processes to ensure students settle effectively into the new school have been developed and are being implemented.	√	Effective induction process.
Systems for assessing, analysing and reporting on student achievement are being developed.	√	
A set of key policies and procedures is 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.	√	
There is an efficient management structure with suitable governance interface, appropriate structures and delegations.	√	Potential conflicts of interest being managed effectively through Trust structures.
School leaders are developing shared beliefs about desired teaching and learning approaches amongst school leadership and staff.	√	
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.	√	
The school is staffed appropriately to provide the desired programme and staff induction is planned.	√	
Performance management systems for staff are being developed.	Developing	Procedures in draft but yet to be implemented.
A disputes procedure has been developed	√	
Effective systems are in place to monitor student engagement, including a student management system.	√	
An enrolment scheme and enrolment procedures are in place.	√	
Policies and procedures for managing school finances and a draft budget are in place.	√	
Staff and students have access to appropriate furniture and equipment, teaching materials, library, resources, ITC.	√	
There is a plan for the operation and maintenance of the school premises.	√	

