



2017 REPORT





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Introduction

About

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ABOUT THE ACADEMY

VISION

*Me te mōhio i heke mai i tēna reanga, i tēna reanga, i tēna tūmatohi ana i te tūāpapa o te panoni.
Te kaupapa ia he whai i "Te Ara Tika".*

With knowledge passed down from generation to generation, we make our stand on the platform for change. The kaupapa is always to walk in "the Right Path".

Our vision is to create a positive platform for change that is globally recognised, firmly supports and encourages one person, one family, one community at a time to find their path and journey to success.

The Right Path will involve enriching our rangatahi through Māori based values and innovative and modern technologies to enable them to achieve their potential, to contribute to their families and communities and to aspire to a future that is positive, fulfilling and beneficial both for them and for society.

OUR COMMITMENT

As Board of Trustees, and as Academy staff we are committed to providing a platform for change, to prepare our rangatahi to be life and career ready.

The Academy is committed to advancing the cultural, academic, physical, spiritual and social needs of Māori and Pasifika youth through educational, cultural and work related programmes and projects. Through this commitment, the Trust proposes to re-engage Māori and Pasifika youth and improve outcomes for them individually, their families and their communities.

OUR ETHOS

Manaakitanga: Providing a safe, nurturing environment, which involves whānau and develops and sustains the language, culture and identity of every student to ensure they have the best opportunity to learn and experience educational success.

Whanaungatanga: Nurturing quality teaching-learning relationships and interactions in a whānau based environment that supports teaching and learning.

Ako: Understanding the student is both the teacher and the learner and there is no power-based relationship and whānau is inseparably part of the learning environment.

Mahi tahi: Working together collaboratively towards student-centred goals.



From the Board Chair

*Karanga mai
Karanga mai
Karanga mai ki te iwi e tu nei e*

He mihi mahana, he mihi maioha ki a tātou katoa.

Te Aratika Academy is the embodiment of a 20-year dream that started with our mother Rahera Naera Bracken (nee Whiu). It goes without saying that as a family and as Te Aratika Group, we are very proud to be a part of establishing the Academy and acknowledge the significance in laying the foundation as the first Kura Hourua (Partnership School) here in Heretaunga. Our first year has seen so many opportunities open for our young men.

Academic success was achieved in NCEA levels 1 and 2 including vocational achievements in Level 2 Infrastructure Works. Sporting and performance accolades in basketball, mau rakau and within the New Zealand Choral Federation are some of the outstanding accomplishments that we have celebrated, and I am so proud of our rangatahi.

As many would know, we have also had our fair share of challenges this year, and important decisions are still to be tabled with the new government. We are working to find a positive way forward to ensure that our students, new and existing, are confident in their placement and are excited about being a part of Te Aratika's future.

We would like to acknowledge the hard work, passion and commitment of our board, our principal, our staff, teachers, tutors, volunteers and students. We are also blessed to be surrounded by parents, caregivers, and extended whānau, communities, iwi, businesses, mentors, and supporters alike that have co-journeyed with us and whose values translate and manifest in our classrooms and together support the overarching vision of Te Aratika, to create a platform for change. In this first year, we take note of our achievements as well as our challenges, and look forward to many more celebrations to come.

Ko Te Aratika Mātou!
We are Te Aratika.

Ngā mihi nui



Ronnie Rochel
Chair, Te Aratika Charitable Trust



Ronnie Rochel
Chair, Te Aratika Charitable Trust

*Culturally
connected*

*Positive sense of
well-being*

*Confident and
competent*



Te Aratika
ACADEMY

GRADUATE PROFILE

Our Te Aratika Graduate is a young man who has a positive sense of well-being, is confident and competent, and is culturally connected.

These interdependent competencies combine to create a firm platform from which young men can step into the world of work, and in their role as family and community members with confidence and competence.



PLATFORM

FOR CHANGE



“Don’t forget, we are pioneering!” This statement from Whaea Ronnie resonates in my mind as I reflect on the year that was, and think, wow! We’ve made it! 2017 is the year that the foundations were laid to develop a Te Aratika Academy Graduate, to build a young man who is empowered to think big and to pursue his dreams to shape his future, ‘career ready’ with employers and business owners competing to engage him on his pathway to success. I would like to acknowledge our Sponsor and staff for the way in which they have embraced the rewards and challenges of pioneering a new school, developing curriculum and implementing it with positivity and enthusiasm and sometimes, exasperation! I am privileged to be a part of a team with high end business skills, street smarts, experienced and committed teachers, awesome pastoral care, support staff and selfless volunteers, thank-you for your energy, passion and love for our boys.

A message from the Director

As a Community of Learning I treasure the opportunities where we have shared kai, karakia, waiata, haka and celebrated just being together. Where we have had fun, had a laugh at ourselves and considered the many road bumps and challenges along the way.

The rewards have far outweighed the challenges and the challenges have taught us grit and determination to just carry on anyway. We welcome the good report from ERO, dated 29 November 2017, which concluded that, "Te Aratika Academy has made a very good start to delivering the sponsor's vision of providing a 'platform for change' for its learners."

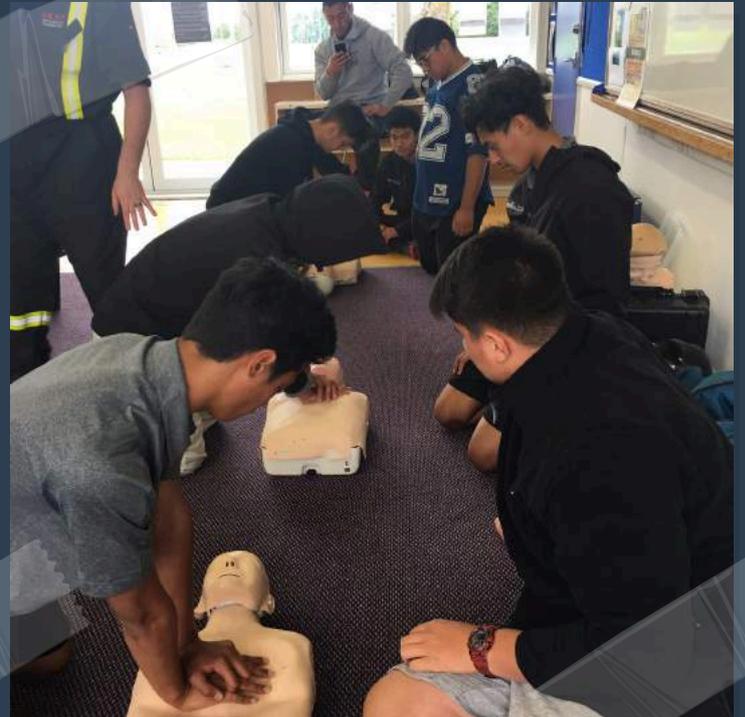
As I reflect on this year as a first-time Principal, all the experiences have contributed in some way to ensuring we offer our boys the best education. I believe we have created a unique place for our students to learn life through love. 2018 will see our new Government bring about change to the Partnership Schools Kura Hourua space.

Our sponsors, Whaea Ronnie and team of Te Aratika Academy champions are busy navigating this political pathway on our behalf. Your karakia and support, as whānau, hapū, iwi and community is needed as we traverse the unknown.

Your networks and skill base to promote the reasons as to why we should remain in the game will be essential to the future of not only Te Aratika Academy, but future generations of Māori and Pasifika whānau.

In closing, we can all collectively take ownership of our claim to fame, as "the 2017 Platform for Change OG's!" My heartfelt thanks goes out to you all, who have helped to make a difference to the success of Te Aratika Academy in its establishment year of 2017.

E te Atua e manaaki ki a koutou katoa. **Casey Tapara**
Pou Tumu | Director





Governance

Academy Board

Comments from the Governance Facilitator

Objectives and Performance Standards

Student Profile

Whānau Support



ACADEMY BOARD

From Left:
Casey Tapara
(Director), Riikimaaria
Rochel, Ronnie Rochel
(Chair), Markus Rochel
and Johnny Bracken



Board of Trustees Student Representative Introducing Nevada Campbell

Ko Nevada Campbell ahau. He uri ahau no Ngāti Porou me Te Aitanga a Hauiti.

I guess that everyone has a different way of looking at things and for me as a Student Representative for Te Aratika Academy Board of Trustees, I see myself as the voice for those who cannot speak for themselves. TAA is about preparing students to be Life Ready, Career Ready. If things aren't going as planned, if the pathway before the student is unclear, I believe I can help by being a confident strength to the brother on my left or right by working with Whaea Casey and the Board members toward making a positive difference to Academy life for all of the brothers. I look forward to everything that is on offer at Academy in 2018 and learning all that I can as a Student Trustee.

Naku noa, nā
Nevada Campbell



Comments from the Governance Facilitator

I believe Te Aratika Academy has achieved significant success in its establishment year as a school. What started as an aspiration of a group of concerned individuals to provide better educational outcomes for a particular cohort of dis-engaged students within the Hawkes Bay region – young, senior secondary school level male Maori – has now become an operating reality. In the process, Te Aratika Academy has had to overcome considerable challenges, some typical of all establishing schools, others reflective of new schooling initiatives that involve doing things differently. These challenges have included:

- securing official approval to establish
- appointing a Board of Trustees
- developing a Quality Management System informed by relevant policies and procedures
- identifying a suitable site and making this site “fit for purpose”
- recruiting and upskilling staff
- designing an appropriate programme of learning
- gaining Consent to Assess from NZQA to deliver NCEA
- facilitating the delivery of qualifications aligned to the infrastructure industry sector
- developing and implementing a marketing strategy
- sourcing and enrolling students
- engaging students in learning that provides them with opportunities to experience multiple, meaningful success.

I attribute Te Aratika Academy’s accomplishment of these undertakings to the dedication and determination of its sponsors and staff. In my role as Governance Facilitator I have been impressed by the unrelenting commitment of both to ensuring the realisation of the vision espoused for the school since its inception. This vision promotes a belief in the inherent capability of each student - irrespective of their life circumstances - and the ability of each student to develop and evidence their capabilities in a learning environment that is supportive and respectful and where the learning is relevant and meaningful.

It is a tribute to the sponsor and the staff – and indeed to the students themselves – that this vision has been upheld and that so much has been accomplished during this first year of Te Aratika Academy’s operation. For the students, most of whom were previously school avoiders or disengaged from the learning process, these accomplishments include:

- high attendance and retention rates
- impressive academic results with regard to both NCEA and industry qualifications
- increased awareness of the importance of personal health and well-being
- increased participation in sporting and cultural activities
- increased feelings of self-worth and purpose



Comments from the Governance Facilitator

continued

As a regular visitor to Te Aratika Academy in my role as Governance Facilitator, I have observed first-hand the significant positive changes in the demeanour, attitude and behaviour of the students that have occurred as the year has progressed. The students have developed a strong sense of belonging at Te Aratika Academy and regard it as their school. They have a better appreciation of the value of an education that is aligned with their needs and interests and accordingly, attend school willingly.

They have a growing understanding of their cultural identity that has contributed to an increase in their self-confidence and their sense of self-worth. They have learnt to embrace new learning experiences, some of which place them outside their comfort zones. They display respect for others. Importantly, they also now think about their futures and are increasingly confident about their ability to make the options they are considering actually happen.

These are all significant developments and life-changing for this inaugural intake of students. The potential for Te Aratika Academy to have a similar impact on student intakes in subsequent years is considerable and justification in itself for Te Aratika Academy's continued operation.



I wish the school every success in the future.

Ray Miller
**MOE Governance Facilitator
for Te Aratika Academy**





OBJECTIVES AND PERFORMANCE STANDARDS

There are many threads which are woven together to form the kete of understanding that serves our rangatahi so well at Te Aratika Academy. Importantly there is no one thread, approach strategy or practice that is placed above the others. Rather, each is viewed as essential for our students to enjoy success as Māori or Pasifika, and they evolve to reflect the evolving nature of our young men.

Below are some of the nuances of Te Aratika Academy that make a real difference in the lives of our students and whanau. Vocational outcomes balanced with the exploration of passions, as well as new experiences - TAA has a balanced curriculum that respects and actively supports the aspirations of our young Māori or Pasifika men, whilst also recognising the pragmatic need to achieve certification that allows for paid mahi. Whilst serving these two needs we are also conscious of our duty to expose our young men to new learning experiences, that can sometimes challenge their framework of understanding for the world around them. And other times reinforce what they think and feel.

Strong Māori and Pasifika Engagement

One of the Academy's performance standards is to target priority learners. In 2017 this target was reached. 100% of the Academy learners were Māori and Pasifika students with special education needs, and from low socio-economic backgrounds. The development of Individual Learning Plans (ILPs) for each student, enabled a strong pathway to success, with all students completing core numeracy and literacy requirements, as well as exceeding the target required for NCEA.

In addition to ILPs, a key focus of the 2017 curriculum was the provision of Kaupapa Maori, including Mau Rakau grading, and Ki o Rahi. An important part of the success of 2017 was the collaboration with other schools and networks, such as Mangateretere School, and Richmond School. The cyclic teaching and learning model of Ako - tuakana/teina at it's best works when two spaces can come together in unity to set a goal and achieve it through vision, passion, attitude and knowledge.

Students also engaged across multiple forums, with Marae visits and stays, participation in Te Aratika Creative workshops and forums in Auckland, Gisborne and Napier, at the UnSPOKEN WORD Youth Forum in Wellington, a Māori Young Leaders Forum held over 4 days on suicide awareness and solutions to take back to their communities, as well as hosting their own concert performing original music compositions.

Student attendance across the year remained high which is a demonstration of engagement by students, with an average of 85.6% for 2017. Students were regularly surveyed throughout the year, and noted that their higher attendance was due to more 1:1 time with teaching staff, the ability to plan study based on what they were interested in, and strong support to achieve.

Strong pastoral support and empathy - The culture of the Academy is mentioned frequently by our students as being exceptionally positive, supportive and allowing individuals to flourish. It is a safe environment for our young men, and practices such as regular academy hui, mihi whakatau, home visits and regular contact between caregivers and staff allow for greater unity in our supporting our learners.



OBJECTIVES AND PERFORMANCE STANDARDS

Inspiring and well informed, culturally competent staff

Teaching staff were engaged that could contribute meaningful and culturally relevant skills to the kaupapa of the Academy. The Academy met its requirements for registered teaching staff in 2017. This was supplemented by specialist resources in Kaupapa Maori, Music, Life Skills and Physical Education which enabled students to participate in a variety of subjects.

Engaging Maori and Pasifika whānau and Communities

Whānau, as described in the guiding principles of Ka Hikitia - Accelerating Success, the concept of ako means that student and whanau cannot be separated. Therefore, whānau guidance, advice and participation is a bedrock of our student programmes. A key focus in 2017 was the establishment of a Whānau Committee, to provide a strong platform for engagement between the Academy and Whānau. This saw several successful fundraising events, and a collaboration between students and their families which raised the profile of the Academy in the Community. The Academy developed and maintains strong relationships with the local Whakatu community, and the wider networks in both Napier and Hastings. A particular focus of 2017, was the concept of the provision of education from Year 1 through to Year 13 through collaboration with Mangateretere School, on the site it shares with the Academy. This concept is supported by the wider Community.

Keys to Curriculum success

Individual Learning Plan (ILP) - Every student has their own, and it reflects their thoughts, dreams and passions. It changes throughout the year, just as their thoughts do. However most importantly is that it is highly reflective of student agency - the voice of Māori determining their own path, and seeing that in a highly visible manner.

Visual representations of progress and pathways - As highlighted in the Academy's Curriculum Framework document, mainstream schooling and in particular assessment, has been a pejorative experience for many of our youth. Therefore the need to have real time data for our students around their learning steps, as well as their progress, whose countenance was not dependent on the medium of the English language, meant that ILPs were devised that were highly visual rather than oriented towards written text. Thus facilitating comprehension for all stakeholders.

Vocational outcomes - TAA is supported by Te Aratika Drilling who provide expertise and guidance in the delivery of the Level 2 New Zealand Certificate of Infrastructure Works, allowing for a pathway into civil construction. Te Aratika Drilling have successfully developed a civil construction cadetship model, and it has been exciting to see our students participate in both theoretical and practical assessments associated with this pathway.



NCEA SNAPSHOT 2017

**87.5%
Year 11 Level 1**

**81.3% Year 11
Level 2**

**100% *
Year 12 Level 2**

*6 out of 6 students



STUDENT PROFILE 2017



Background

While the majority of Academy students are known to Police, only 5 have been referred by Youth Justice, and have active Social/Case workers. There is currently 1 student before the Courts with an active case. Of the 5 students who appeared before the Courts in 2017, all 5 cases were dismissed or discharged due to the support of the Academy.



Referral

Predominately, referrals to the Academy have come through whānau and existing students, and the leading reason for both whānau and students choosing the Academy, was dissatisfaction with previous schools, and the support provided by the Academy with its independent learning plans and vocational pathway options.

Schooling

Of the 31 students surveyed in Term 1, 2018, all 31 students noted high levels of disengagement with previous schooling. 48% of students had lengthy gaps in attendance, with 31% stood down and 22% suspended from previous schools. A large number of students noted their struggle with both literacy and numeracy as a leading cause for their inability to succeed previously.



Home Life

40% of students surveyed, were living at home with one parent, with the remainder with two parents, or grandparents, and a minority with a caregiver. There was an equal split of caregivers either employed or on a benefit.

Out of the students surveyed, 82% have asked for support for smoking, drug use, or alcohol dependency.

Whānau Support



I was born in 1960 and have voted every year since I was old enough to vote. I am on the Māori roll.

I came from a very strong working class family of truck drivers and freezing workers, there was no thought that the votes that came from my family would not be offered toward the Labour Party. My working life has taken many twists and turns but for the past 18 years I have worked as a health professional providing care to mothers and babies I have a keen interest in meaningful social support and have gained a reasonable understanding of what works and what doesn't.

During my provision of care I have observed the impact of both Labour and National led governments and to be honest I don't believe either have the upper hand in provision of meaningful support for the most marginalised in our community. This is not an academic nor professional observation alone. I have concurrently witnessed first hand, the impact of change in my own family.

My brothers and sisters and their children have classically mirrored the trend toward dependence. Solo parenting, beneficiaries, incarceration, transience...

This is really the story of my great nephew, the son of my niece. This young man, now 16 years old, has endured the all too familiar life story of so many. At the age of 14 a family intervention saw him off to stay with another family member in Australia. This lasted for a year; the desire to be with his parents and siblings caused him to return home. One year later there was another family intervention strengthened by the will of the Court; as my great nephew became involved in another more serious level of misdemeanor.

My great nephew was bailed to live with my sister, his grandmother, she is a caring and creative woman who is also in a place of need but able to do great things with very little. She was already looking after a grandchild and providing support to several others. She immediately set about trying to find help for my great nephew and it came in the form of two key things.

Firstly a mentor, volunteer. The person who stepped forward helped my great nephew in the stormy first days of dealing with pending court cases and relocation. He provided practical advice and opportunity for my great nephew to help with several community projects.

Secondly the time came for my great nephew to think about going to school. None of the public schools would admit him to their fold. Te Aratika came to the rescue. We are amazed at the good work they are doing. They are providing meaningful support to my great nephew and 33 other boys like him. They have set the bar high for these boys, not lower, and these boys are rising to the challenge.

My great nephew has completed school in 2017 with a great sense of achievement and a strong desire to return. This has made a huge difference to his life and he is thinking about his future; not entering into the self destruction that was seemingly inevitable.

My sister stood very near to Jacinda Adern when she was campaigning in Maraenui and heard her say, “we will help you.” My sister voted for Labour. My sister encounters struggle every single day and the one thing that has helped her is the knowledge that her grandson has an opportunity to change.

We are genuinely heartened by the effect of this charter school on her grandson. Most of my news feed comes from National Radio and my general impression of Charter Schools, previous to this personal encounter; was that they were significantly deficient and of no real value to our education system.

I am writing this letter in the hope that someone will take note and support the great work of several of these schools. My only regret is that there are not more charter schools to provide education for my great nephew’s younger brother and sister who sit in state schools that are unable to respond to their gaping need for help now.

With prevailing hope,



DM

Whānau Support



Students

I choose the Academy
Spirit of Adventure Report
Overall Student Award 2017
Class of 2017





I choose Te Aratika Academy because.....



My Previous school wasn't facilitating or catering to my needs. The individual learning programs at TAA made me feel like a individual as opposed to a statistic. The staff are here for us and go the extra 100 miles and show they care about our interests, passions and homelife. Kaysie Cornes-Kohu

Because you get to have a lot of 1 on 1 talks with the teachers and they help you and strive you to receive whatever goal or dream you have set yourself for the year. More experience hands on work so you'll become ready for your career. Quin Reti

CAUSE IT'S MY LAST SCHOOL I CAN GO TO AND THEY TREAT U LIKE FAMILY AND THERE LEARNING IS UNDERSTANDABLE.

NULYN WILLIAMS

Because it's a safer learning environment.
Aejae Brown

I choose Te Aratika because their quote is "Platform For Change" and that is what we are doing. You have more opportunities to do what you want to enable us to achieve our goals and to get us through NCEA level's 1, 2 & 3. I left my last high school because I didn't feel that wasn't the right for me so I have decided to attend Te Aratika Academy. Personally I think I have made the right choice and I feel like I can achieve more here because we have more one on one time with the teachers and they help us get or achieve what we want in life. Jaedyn Mahia.



My old school didn't understand my pathway properly and were I wanted to be in the future. Because of the immense opportunity's that we're provided for me to help me in the future. At my old school we're expected to learn the same way everyone else with a pen and a paper. Ever since I've been at tearatika study have sat done with me and created a plan that best suit me. Tawhiri Wairama

SPIRIT OF ADVENTURE

Kia Ora, My Name is Quin Taylor Reti, I am currently attending Te Aratika Academy and I am here to discuss the moments I've shared and gathered from the Spirit of Adventure trip.

It was the 22 November 2017, where me and the brother Zachary Kohunui were chosen to be part of the Spirit of Adventure trip, where we were able to unlock our true potential of becoming a leader. This adventure was a 10 day voyage, no cellphones, no smoking, which was difficult at the time. The first day we arrived, we did not feel comfortable with the surroundings, just a reminder that this was all new to both me and Zachary. We did not know anyone within Tamaki-Makaurau, all we saw was high buildings, and alot of people - I mean, alot of people.



Quin Reti

Once we set foot on the boat, it was a bit rocky, but I thought it was so beautiful, the view of the city, the Auckland Sky Tower mixed with the sound of the ocean swaying and padding against the boat. It was an outstanding feeling, this was all new to me, but I was happy to take on this new, yet different type of challenge that was handed to me and Zac.

We usually woke up around 6:15am every morning to jump in the water, no questions, you had no choice, so if you had any fears around swimming in the open sea, like a fear of sharks or any underwater creature, couldn't swim, don't worry, life jackets were provided and you'll have to just overcome any fear you could think of when jumping off the boat.

Straight after, we had a warm shower on the surface of the boat, to wash off the salt, dry ourselves, get dressed, then move to the eating area, have breakfast, just the usual - toast, Weetbix, and then off to the surface to have a quick brief about where we were sailing, what the weather would look like, what direction the wind was coming from, so we would be able to determine how we approach our designated location.

After we cleaned up the boat, which included scrubbing the Mizzen (the back), the top deck (area between the Mizzen and the main deck), the Main Deck and then the foredeck (the front), doing dishes and stuff, once we finished all the so called chores, we move on to morning tea, which is like cupcakes and such. Then we would split into our groups to do activities and social games, so we'd get to know each other, until it was lunchtime.

Then we proceeded to set up the sails for when we go sailing, some parts were exciting and some were frightening such as climbing to the top off the main sail where I believe was like 60 metres high, with clips and a harness, it didn't help cause I was afraid of heights, was a bit frightening at the start, but once you get to the top, you get this good, delighting feeling, cause you set your fears aside for a moment to enjoy how peaceful it is to gaze at the open sea, the sun gleaming on your face, and the wind brushing across your face.

It was still scary so you'd hang onto the pole, but trust me.. set the fears aside for a moment and enjoy how great the feeling is, if you get the chance.

continued

SPIRIT OF ADVENTURE

That's a lot of stuff to do in one day, sure there were other activities we do on different days, such as paddling to small unpopulated islands to clean up the shores, doing a 6 hour hike, now that was exhausting, forgot what mountain we hiked on, but the view of the Bay of Islands when we got to the top, was a dream felt experience, cause I thought you could only see those in movies. I guess some thoughts could turn into reality, and also I learnt quite abit of German, Swedish, and Japanese, and also some Samoan, on the way back from the hike. It was worth the energy put into all these activities.

We got alot out of this trip, like knowing how to not stereotype people and to just talk to them because you never know, they could be way different to what you have thought. Also I became a good leader on the trip, drove the boat for abit, and also the brother Zachary managed to be awarded the best progressed member on the voyage, which I believe was pretty cool.

We are both grateful for this opportunity that was handed to us, and I'm speaking on behalf of Me and Zac, we enjoyed every moment of the trip, no regrets or anything. I actually never thought I'd gain friends from different cultures and become great friends in 10 days, and to do it alongside with one of my greatest bros was outstanding, and I would love to do something like this with him again.

I thank all the people that got us to the Trip, with the support of Te Aratika Charitable Trust, and all the teachers of Te Aratika Academy, we thank you with humble gratitude, and we are both grateful for your hard work to get us there. Much Aroha!

*Te Aratika Charitable Trust
would like to
acknowledge the support
of the Spirit of Adventure
Trust, and the important
work they do with our
rangatahi.*



MANUKURA AWARD IS THE HIGHEST AWARD AVAILABLE TO ALL TE ARATIKA ACADEMY TAIOHI. THE AWARD WINNER IS CONSIDERED AN ALL-ROUNDER AND DEMONSTRATES THE EMBODIMENT OF OUR TE ARATIKA GRADUATE PROFILE.

IN TE ĀO MĀORI, PEOPLE ARE SOMETIMES LIKENED TO MANU, OR BIRDS AND SOMETHING VERY SPECIAL WAS DESCRIBED AS A KURA.

THE 2017 MANUKURA RECIPIENT IS ALSO AWARDED A SCHOLARSHIP TO THE VALUE OF \$500 TO COVER FEES AND/OR PROFESSIONAL DEVELOPMENT COSTS THAT REFLECT THE PATHWAY TOWARD THE EDUCATION GOALS OF THE AWARD WINNER.



MANUKURA AWARD 2017

MICHAEL TAME HEPERI



A KŌRERO WITH MICHAEL

Hutia te rito o te harakeke, kei whea te kokako e ko. Ka ui atu koe ki āhau he aha te mea nui ō tō mātou nei ao. Māku e whakī atu, ko ngā rangatahi, ko ngā rangatahi, ko ngā rangatahi.

Tihei mauri ora.

Kia ora, my name is Michael Tupaea-Tame Heperi. I am 17 years of age and currently a student of Te Aratika Academy and have been since Te Aratika Academy first launched. My experiences within my first year at Te Aratika saw a vast improvement in my communication skills. Prior to last year, I struggled with basic introductions, stuttering and feeling awkward in larger group settings. Currently, I have no problem with delivering public speeches in Te Reo and English on the spot. I can comfortably approach peers and socialize one on one. I am also able to confidently speak my mind in group situations. Te Aratika provide many platforms locally and nationally for myself and fellow students to grow in this area.

Te Aratika provides support and resources toward health and well-being. Last year, we were fortunate enough to have Chris Treacher as our P.T teacher, he is an ex-navy soldier and provided us with the most intense and hard-core training that I have ever experienced. It was not long before I started seeing both physical and mental results from his training. Te Aratika, are encouraging me in my pathway to better hauora. With the support of Matt Webb (The muscly guy with no hair? surely you've seen him?) I have an exercise and nutrition plan to follow AND invested in a gym membership for myself at City Fitness. This is just one example of a Platform for Change that Te Aratika Academy offers.

I appreciate the Individual Learning Plan that Te Aratika staff designed for me to strengthen my connection with Te Ao Māori. My whole life I have been involved with anything and everything that is Māori. Mau Rakau, Kapa Haka, Whaikorero, ngā Kemu Māori, Te Reo and most importantly, Tikanga Māori. I believe having closer connection with my culture and my people will help me identify who I am and having this knowledge will grant me support from te taha wairua.

I was surprised and humbled to receive the Manukura Award for Te Aratika Academy 2017. This Award showed me how much Te Aratika recognises the importance of having a close connection with our culture and to provide a platform where students have opportunity to develop a greater understanding of tikanga, tō ngakau me tō wairua, haka, ihi, koi me te aro (power, sharpness and focus).

In 2018, I have opportunity to enrol into a tertiary paper with Te Wānanga o Raukawa whilst still attending Te Aratika Academy, I am looking forward to this journey. Te Aratika whānau have shown great faith in my ability to achieve which has given me the confidence in myself to aspire toward my goals. No other previous school has ever and I mean ever, given me this feeling.

Class of 2017



Dionte Watson



Ezra Broughton-Spark



Nevada Campbell



Ngatuera Edwards



Chrome Williams



Justin Wati



Kapene Honotapu



West Daley



Alan Wright



Holden Tumarae



Kenneth Tuberi-Carey



Perry Broughton

Class of 2017



Abel Lewis



Zachary Kohunui



Rairini Keenan



Alyzha Apanui



Michael Tame Heperi



Sirius Anderson



Tamahou Kiel



Jason Nande



Taihurei Hamlin



Shay Watene



Whaingaroa Hape-Tonihi



Jordan Willis

Class of 2017



William Morrison



Khol Gillies



Wiremu Te Tau



Quin Reti



Rihari Poti



Durance Edwards



Tawhiri Wairama



Zane McArdle



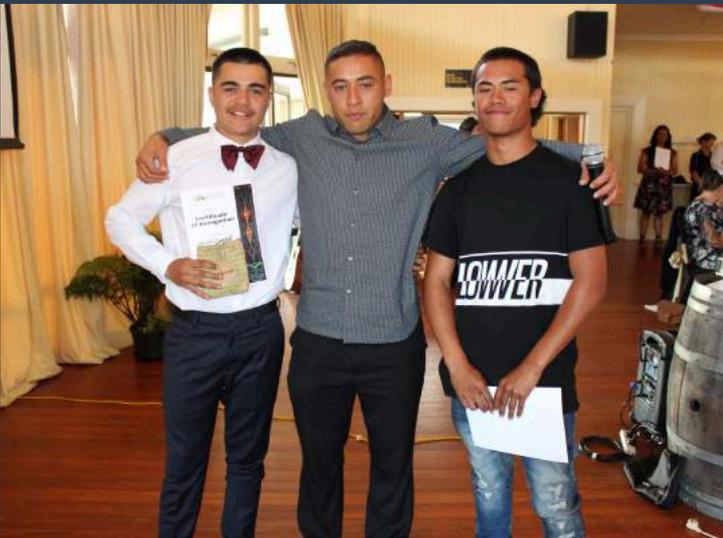
Legend Hanley-Ash



Tamahere Moana

Not pictured:
Tyreece Edmonds
Hemi Edwards
Izaiah Hooper
Kim Jerry McLean
Nathan Puna-Swan

2017 Photo Wall



2017 Photo Wall



2017 Photo Wall





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*Audited Financial Statements are
available on request*

Confirmed Report

NEW SCHOOL ASSURANCE REVIEW REPORT
Partnership School | Kura Hourua

Te Aratika Academy

Location:	Hastings
Ministry of Education profile number:	750
Date:	29 November 2017

New School Assurance Review Report

Te Aratika Academy

1 Introduction

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

New School Assurance Reviews are generally undertaken within the first year of the school's opening.

Terms of Reference

This review is based on an evaluation of the performance of Te Aratika Academy. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for students
- that the school is operating in accordance with the vision articulated by the sponsor.

2 Context

Te Aratika Academy is a Partnership School | Kura Hourua (PSKH), opened in February 2017. Partnership Schools | Kura Hourua are bound by a Partnership Contract with the Crown to deliver defined outcomes, particularly in regard to student achievement and engagement in learning. Sponsors report quarterly to the Ministry of Education. The performance of the school is also monitored by the PSKH Authorisation Board.

3 Background

Te Aratika Academy is the first Partnership School | Kura Hourua (PSKH) to open in Hawkes Bay. It is sponsored by Te Aratika Charitable Trust, which acts as governor for the academy. The academy is a senior secondary school providing foundation education, construction and infrastructure education, and pathways for mainly Māori and Pacific youth in Years 11 to 13.

The trust's vision is to create a platform for change that firmly supports and encourages one person, one family, one community at a time to find their pathway and journey to success. Te Aratika (the right path) is defined as enriching learners through Māori based values and innovative and modern technologies to enable them to achieve their potential, contribute to their families and communities, and aspire to positive and fulfilling futures.

The academy currently leases classrooms and grounds within Mangateretere School, a bilingual Years 1 to 8 state primary school. The two schools are separate and operate within clear parameters for managing student health and safety.

The academy roll has grown to 35 since opening. It is not yet meeting the minimum requirement of 50 students enrolled by the end of 2017. A careful approach is being taken to managing growth that recognises the need to establish a positive culture for learning and maintain systems and practices to support boys' success.

The director acts as the executive leader of the school and an experienced teacher leads learning and curriculum development. Four fulltime teachers oversee whānau groups of learners. Two of these teachers are fully registered, another has applied for renewal of registration and applications have been made for Limited Authority to Teach for the others. Additional learning and pastoral coaches are employed by the trust for their specific experience and expertise in physical training, creative industries, life skills and mentoring youth.

Te Aratika Academy has recently joined Kahungunu Community of Learning | Kāhui Ako.

4 Findings

The school curriculum and teaching and learning practices clearly reflect the sponsor's vision and philosophy.

The graduate profile aspirations drive the curriculum and learning programmes for the young men. Planning is based on key requirements for students to be culturally connected as Māori, have a positive sense of wellbeing and be confident and competent. This means being ready for future work, having the skills to be a good family and community member and having a strong and positive self-esteem. The curriculum strongly aligns to *The New Zealand Curriculum* key competencies and includes core competency in literacy and numeracy, financial awareness, capability in using digital technology and the principle of future focus.

Programmes are individualised, with learning plans suitably aligned to the graduate profile and students' goals for future education and career pathways. Numeracy and literacy standards towards achievement of National Certificates of Educational Achievement (NCEAs) are key components of the courses offered. Other core programmes include life skills, kaupapa Māori and physical health and wellbeing. A project-based approach is taken, where thematic modules combine learning areas and provide relevant and meaningful contexts for learning. The vocational pathway areas of Creative Industries, Social and Community Services, and Construction and Infrastructure (civil) dominate currently.

Teachers are steadily developing curriculum approaches, documentation and resources to guide their programmes. The school is seeking to broaden the curriculum and works with other providers to achieve this. A key next step is to consider how well current programmes in literacy and numeracy are supporting those learners who need more intensive support, to improve their reading, writing and mathematical capabilities.

The sponsors' vision is increasingly well implemented. Students spoken with during the review discussed their improved attitudes to school and education and their aspirations for the future. The school day reflects future work life, beginning at 7.30am and finishing at 4.30pm. Students' high levels of commitment to the programme are shown in an attendance rate of 87%.

Since opening, the academy has received its New Zealand Qualifications Authority 'Consent to Assess' against the Qualifications Framework. Useful processes guide the collection, assessment and moderation of internal assessment. Teachers have established links with other schools to support better moderation.

Although many students have not experienced success in their previous schools, at the academy they are responding positively to adults' expectations. Very careful transition processes successfully support students to settle within the school community and meet the high standards for cooperative behaviour and self-management. During transition into the academy, students, their whānau and leaders develop a clear and shared understanding about learner needs and what this means in terms of the school's vision for 'positive change'. Ongoing mentorship and support contributes to each student's personal development. A calm and positive tone is evident.

Many students start at the school well below achievement expectations for their age level. Some students have made a very good start to achieving credits towards an NCEA. In 2017, students are achieving credits for NCEA Levels 1 and 2 and Infrastructure Works certificates.

Individual learning plans are thoughtfully constructed documents and clearly show students and whānau the progress being made and next steps for learning. The young men are individually mentored by teachers and learning facilitators and their progress is well tracked and monitored. Whānau receive comprehensive written reports in relation to graduate profile development areas and credits achieved towards qualifications.

Organisational leadership is effective. There is a close working relationship between the director and the trust's chief executive. They share a strong commitment to the vision and articulate this strategically. Strengthening understanding of effective educational leadership, assessment and curriculum is an acknowledged next step. The academy is now in a position where it can use available achievement data to inquire into and evaluate the effectiveness of teaching practices and curriculum provision.

The academy is effectively governed by the Te Aratika Charitable Trust. A governance facilitator and a curriculum advisory board have worked alongside the trust and director to support the successful operation of the school during its establishment. Good systems are in place to report against the performance standards of the sponsor's contract. An executive assistant assists the further development of the school's policy and procedures. A useful framework is guiding the school in meeting its legislative obligations.

Sponsor assurance on legal requirements

Before the review, the sponsor and school leaders completed the *ERO Sponsor Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- governance and school management
- curriculum
- management of health, safety and welfare
- personnel management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Te Aratika Academy has made a very good start to delivering the sponsor's vision of providing a 'platform for change' for its learners. Students' positive response is reflected in worthwhile personal achievements and increasing educational success.

ERO is likely to carry out the first full review of the school by the end of the third year of the school's operation.



Patricia Davey
Deputy Chief Review Officer Central (Acting)
Te Tai Pokapū - Central Region

29 November 2017

About the School

Location	Hastings	
Ministry of Education profile number	750	
School type	Partnership School Kura Hourua	
School roll	35	
Gender composition	Male 100%	
Ethnic composition	Māori	33
	Pacific	2
Review team on site	October 2017	
Date of this report	29 November 2017	