

APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014

ISSUED 6th MARCH 2013

DUE 12:00pm (Midday) 16th APRIL 2013

Content

| | |
|--|-----------|
| APPLICATION | 3 |
| 1 APPLICANT PROFILE | 3 |
| 2 PURPOSE AND GOALS | 8 |
| 2.1 MISSION/VISION | 9 |
| 2.2 PERFORMANCE GOALS AND MEASUREMENT | 9 |
| 2.3 KEY ADVANTAGES OF OUR APPLICATION | 11 |
| 3 EDUCATIONAL PLAN..... | 15 |
| 3.1 EDUCATIONAL FOCUS..... | 15 |
| 3.2 SUPPORT FOR LEARNING | 26 |
| 4 BUSINESS PLAN | 35 |
| 4.1 OBJECTIVE:..... | 35 |
| 4.2 QUESTIONS: | 35 |
| 5 OPERATIONS PLAN | 41 |
| 5.1 STUDENT POLICIES AND PROCEDURES..... | 41 |
| 5.2 PERSONNEL | 42 |
| 5.3 LEGISLATIVE AND HEALTH & SAFETY | 46 |
| 6 ACCEPTANCE OF DRAFT AGREEMENT | 42 |
| 7 ASSUMPTIONS, RISKS AND CAVEATS..... | 46 |
| 8 APPLICANT DECLARATION | 47 |
| 9 APPLICANT CHECK LIST | 49 |

APPLICATION

This document provides the application response to set up a Partnership School by the 180 Degrees Trust.

1 APPLICANT PROFILE

| | | | | |
|--|--------------------------|---|----|--|
| 1. Contact person for this Application | | | | |
| Contact person: | Jeremy Nurse | | | |
| Position: | Managing Trustee | | | |
| Phone number: | 03 3666 357 | | | |
| Mobile number: | 0275 504 828 | | | |
| Email address: | jeremy@180degrees.org.nz | | | |
| Fax number: | | | | |
| Is the contact person authorised to negotiate? | Yes | ✓ | No | |

| | |
|--|----------------------------------|
| 2. Applicant's organisational profile | |
| Full legal name: | 180 Degrees Trust |
| Trading name: (if different) | |
| Name of parent organisation: | |
| Physical address: | 68 Orbell Street |
| Postal address: | P O Box 36216, Christchurch 8146 |
| Company website: | www.180degrees.org.nz |
| Location of head office: | Christchurch |
| Type of entity (legal status): | Charitable Trust |
| Company registration #: | CC25562 |
| Country of residence: | New Zealand |
| GST registration number: | 97-274-053 |

| | |
|--|--|
| 3. Overview of Applicant's organisation | |
| Type of organisation: | Charitable Trust delivering Youth Development Services and an Alternative Education School |
| Year established: | 2007 |

| | |
|---|---|
| History: | <p>180 Degrees Trust specifically work with disadvantaged students and their families/Whanau who struggle with education and every-day life. These young people typically come from low-socio economic and different cultural backgrounds that are in need of extra support and education. The trust's two divisions are –</p> <ol style="list-style-type: none"> 1) 180 Degrees Trust High Country Camps and Mentoring (HCCM) - 10-17yrs. HCCM supports young people in the youth justice system through intense 1-1 mentoring and court supervised camps in the Canterbury back country (see newsletters). We also support other YP and their families/Whanau that are not in the youth court system. 2) 180 Degrees Alternative Education School (180AE) - 13-16yrs. 180 AE caters for 13-16yrs that are referred through the Ministry Of Education (MOE). We would like to establish a school that is open for the HCCM young people who are positively engaging and are ready to have more educational opportunities without any of the barriers or restrictions that currently occur. Some of these young people are already waiting at our door for education, however we cannot provide this until we have the Partnership Schools funding and policy arrangements. |
| Summary of experience relevant to this RFA: | Successfully operate Alternative Education School and Youth Development programmes in Christchurch. |
| Total number of staff in NZ: | 7 |
| Number of locations in NZ: | 1 |
| Overseas locations: | NA |

4. Current business commitments & proposed key personnel

| | |
|---------------------------------|--|
| Business commitments: | <p>Contract with MSD for Youth Services</p> <p>Contract with MOE for Alternative Education (14 places)</p> |
| Other Contracts with government | As above |

5. Probity

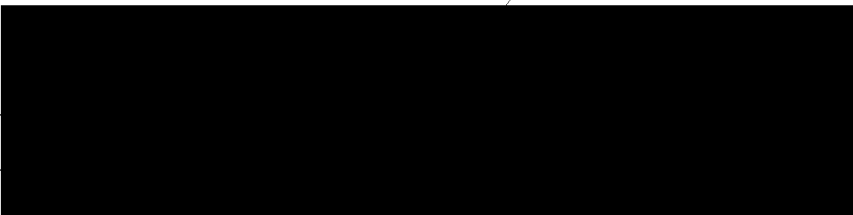
| | |
|--|----|
| List any pending claims against the organisation: | NA |
| List any court judgements or other decisions that have been made against the organisation in the last 6 years: | NA |

6. Disclosure of proposed partners

| | |
|-------------|--|
| Disclosure: | Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements. |
|-------------|--|

| | |
|---|--|
| Collaborative Partner / Sub-contractor #1 | |
| Partner / Sub-contractor name: | |
| Address: | |
| Specialisation: | |
| Describe the deliverables the Partner / sub-contractor will be responsible for: | |
| Collaborative Partner / Sub-contractor #2 | |
| Partner / Sub-contractor name: | |
| Address: | |
| Specialisation: | |
| Describe the deliverables the Partner / sub-contractor will be responsible for: | |

Tait Communications and Weft Knitting are both businesses that have indicated an interest in working with us should we be successful. We have not entered into any formal process with them at this stage.

| | | | | |
|--|--|-------------------|-----------|---|
| 7. Financial information | | s 9(2)(b)(ii) OIA | | |
| Current financial status: |  | | | |
| Gross revenue: | | | | |
| Gross profit: | | | | |
| Last audited financial accounts: | 31 March 2012 | | | |
| Copy of latest audited accounts attached? | Yes | ✓ | No | |
| Copy of latest annual report attached? | Yes | ✓ | No | |
| Is organisation in dispute with any trade union? | Yes | | No | ✓ |

| | |
|-----------------------------|---|
| 8. Quality standards | |
| Certificates held: | NA |
| Quality assurance systems: | NA |
| Internal audit: | Audited by CY&F annually. Internal controls are identified as part of the processes/systems we have in place |

| | |
|--------------------------|---|
| Contract management: | NA |
| Monitoring & evaluation: | Monthly monitoring carried out Programme evaluation occurs annually |
| Reporting: | Reporting monthly to MSD & MOE Quarterly and term reports to MSD & MOE |
| Financial management: | Canterbury Education Services (CES) prepare accounts using SAGE accounting software Accounts are audited by independent Chartered Accountant annually |
| Risk management: | RAMS are completed for all outdoor excursions |
| Records management: | Refer to Policy and Procedures Appendix, Page xxi |
| Staff training: | Staff make the most of all training opportunities available for example; <ul style="list-style-type: none"> • Bachelor of Arts Psychology and Education • Practitioner in Neuro Linguistic Programming • Certificate in Adult teaching and learning. • Mountain Safety Council – Outdoor Leadership • Working with Anger and Violence - CYCW • Canterbury Youth Collective Workshops • First Aid and Refresher Courses |
| Codes of conduct | 180 Degrees Trust Staff and Volunteer Code of Ethics |

9. Occupational Health & Safety (OHS)

Health & Safety Management:

| | | | | |
|---|-----|---|----|--|
| Do you have a written health & safety policy? | Yes | ✓ | No | |
| Do you have an employee participation scheme for dealing with health & safety issues? | Yes | ✓ | No | |
| Is formal health and safety training given to employees? | Yes | ✓ | No | |

Records: Which of the following safety records do you maintain?

| | | | | |
|---|-----|---|----|--|
| - Accident Register (as required by Health & Safety Act)? | Yes | ✓ | No | |
| - Hazard Register? | Yes | ✓ | No | |
| - Hazard information? | Yes | ✓ | No | |

| | | | | |
|--|-----|--|----|---|
| History: Have you received health and safety award/s? | Yes | | No | ✓ |
|--|-----|--|----|---|

| | | | | |
|-------------------------|--|--|--|--|
| If yes provide details: | | | | |
|-------------------------|--|--|--|--|

| | | | | |
|---|-----|--|----|---|
| Have you had health and safety related notice/warning/fine/prosecution? | Yes | | No | ✓ |
|---|-----|--|----|---|

| | | | | |
|-------------------------|--|--|--|--|
| If yes provide details: | | | | |
|-------------------------|--|--|--|--|


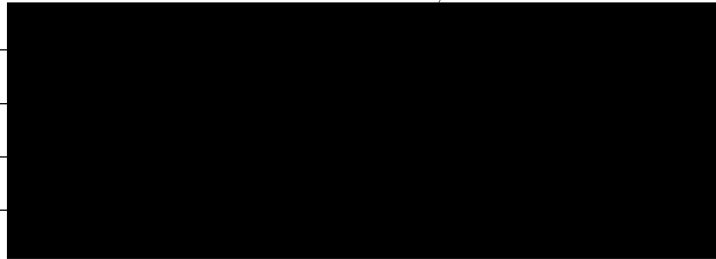
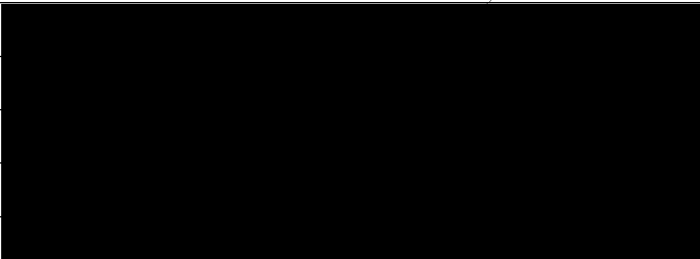
Health & safety procedures:

| | | | | |
|---|-----|---|----|--|
| Do you have an emergency procedures plan? | Yes | ✓ | No | |
|---|-----|---|----|--|

| | | | | |
|--|------------|---|-----------|--|
| Are formal hazard assessments carried out and recorded? | Yes | ✓ | No | |
| Is there always an investigation into any accident that results in harm, or could have resulted in harm? | Yes | ✓ | No | |
| Are vehicles and equipment regularly inspected, tested, examined and maintained? | Yes | ✓ | No | |

10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

| | |
|-----------------------|--|
| Referee #1 | |
| Name of organisation: |  |
| Name of referee: | |
| Address: | |
| Telephone: | |
| Email: | |
| Relationship: | |
| when: | Since 2008 |
| Referee #2 | |
| s 9(2)(a) OIA | |
| Name of organisation: |  |
| Name of referee: | |
| Address: | |
| Telephone: | |
| Email: | |
| Relationship: | |
| when: | 2007 |
| Referee #3 | |
| s 9(2)(a) OIA | |
| Name of organisation: |  |
| Name of referee: | |
| Address: | |
| Telephone: | |
| Email: | |
| Relationship: | |
| when: | 2007 |

PURPOSE AND GOALS

180 Degrees Trust specifically works with disadvantaged students and their families/Whanau who struggle with education and every-day life. These young people typically come from low-socio economic and different cultural backgrounds that are in need for extra support and education. We propose to open a partnership school, known as 180 Degrees Trust Partnership School I Kura Hourua (180 PSKH), to meet the needs of these young people. Their needs are currently beyond those offered in traditional AE Programmes.

1. We are frustrated when we see many Young People (YP) referred to the 180 Degrees Trust programme who are not positively engaged in education.
Two main reasons for -
 - Self Excluding YP – YP deliberately behaving in ways that will lead to exclusion
 - Systemic Barriers – required processes mean immediate needs of YP are not addressed in adequate timeframes
 - Refer to section 3c for more on these
2. Our Mission Statement is – “The 180 Degrees Trust educates and supports at risk young people and their Families/ Whanau by encouraging them to reach their full potential.” If we do not provide the best learning opportunities for all YP who struggle with main stream education then we are not honouring this statement. We want to make a difference.
3. Research has shown that traditional education has failed these YP. “In almost every case my research shows that traditional schooling has failed them... 180 Degrees’ staff is highly competent in behavioural strategies seeking out and emphasising positive actions, rather than dwelling on negative ones. There is an educative approach, rather than a punitive one, building relationships of trust that challenge the ‘inner best’ in the young person. Research undertaken by June Slee 2013, (See *Addendum*, June Slee PhD).
4. 180 Degrees Trust (180) is successful in engaging with Māori, Pasifika, NZ European and all YP from low socio-economic backgrounds and YP with special education and behavioural needs. (See *Addendum* June Slee PhD)
5. 180 already has strong partnerships with education, corporate, business and community groups. Looking to the future this will enable ongoing financial support to supplement government funding. See Support Letters attached to this list application.
6. 180 PSKH will encourage YP of appropriate age to gain Work Experience, Employment and a driver’s licence.

We would like to establish a school that is open for the HCCM young people who are positively engaging and are ready to have more educational opportunities without any of the barriers or restrictions that currently occur. Some of these young people are already waiting at our door for education, however we cannot provide this until we have the Partnership Schools funding and policy arrangements.

In 180 AE we often find that some students are not ready to engage in school until they have resolved other issues (i.e. drug and alcohol issues/ anger problems, family relationships, behavioural challenges). We would like to enable the HCCM staff to support our students in the school as they have the skills to help resolve these other prevailing issues. We would also like to offer the support and education to those students who are over 16yrs of age and are now ready to engage in education.

3a Mission/Vision

Our Mission Statement is:

“The 180 Degrees Trust educates and supports at risk young people and their Families/ Whanau by encouraging them to reach their full potential.”

If we do not provide the best learning opportunities for all YP who struggle with main stream education then we are not honouring this statement. We want to make a difference.

Currently the trust has two divisions that work towards this mission:

1) High Country Camps and Mentoring (HCCM) - 10-17yrs.

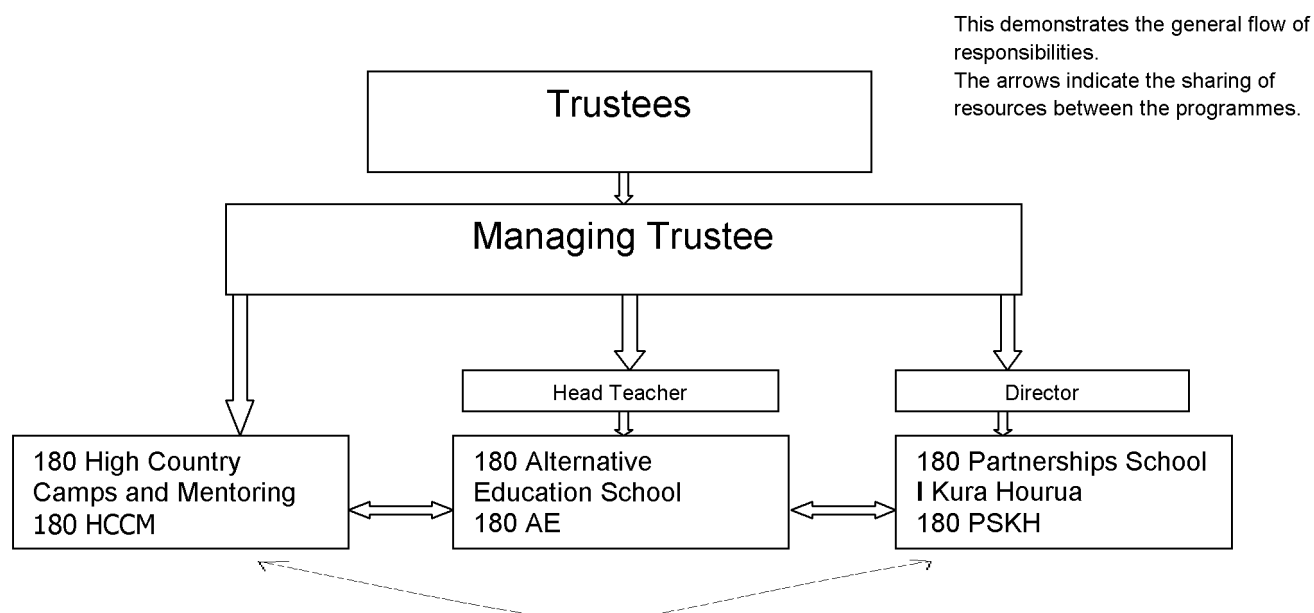
HCCM supports YP and their families/whanau who are either in or on the fringes of the Youth Justice system through intense 1-1 mentoring and court supervised camps in the Canterbury back country (see newsletters). For evaluation of the current YP in the 180 HCCM please see *attachment 3* for their engagement in positive activities within the first 1-3 months of referral to 180.

2) 180 Alternative Education School (180AE) - 13-16yrs – 14 students contracted

180 AE caters for 13-16yrs who are referred through the Ministry of Education (MOE).

- 180 will continue to provide High Country opportunities and experiences which our targeted YP would not typically have access to.
- Through the trustees and associated supporters 180 is unique because of its access to Canterbury farms and high country, businesses, as well as recreational facilities. (see Letters of Support)
- 180 encourage YP to push their boundaries and challenge themselves physically and mentally.
- 180 walks beside every YP – we always encourage, we always support, we are always there for them, we never give up.
- 180 has a well proven model for using exciting and stimulating outdoor expeditions to developing trusting and positive relationships with YP.

The two programmes currently offered (180 HCCM and 180 AE) support the needs of some YP. We want to broaden our service for the YP we see who do not fit the two programmes we have, nor are having their needs being met by other AE providers. There are huge gaps. There are many restrictions and barriers that cannot be met within the current system. The 180 PSKH School would be a safety net for the YP who fall through these gaps and end up being on the streets for months...or for years.



3b Performance Goals and Measurement

180 PSKH will have clear performance goals for academic performance and engagement. These will be developed and measured for the needs of the individual. These systems are already in place for the existing programmes and will be extended.

School Level Targets

- Clear Goals: The Individual Education Plan (IEP) will establish clear, challenging goals and timeframes for attaining the desired qualification (ie NCEA Level 1/2/3 or National Standards or NZ recognised standardised tests).
- Negotiated curriculum: The IEP will be created by the YP with support of the education facilitator.
- In addition a Mentor is assigned to each YP and together they create Individual Development Plans (IDP) to further assist in achievement of School Level Targets and other challenges the YP has.
- Monitoring of targets: The young person (YP) and Education Facilitators will write performance reviews of goals ascertained in their IEPs and IDPs. These will be recorded on a scaling system
- The plans will be located in the 180 Database and YP will be given their own copy.
- Review Cycle: The reviews will be worked through mid and end of term to ensure the goals are achievable and on track. If the YP is not on track towards achieving their goals within their time frame, additional support and scaffolding will be provided.
- Flexibility: Circumstances for these YP can change rapidly. It is important to identify how these changes may impact achievement. Coping techniques will be worked through by all parties involved (YP, family/ whanau/ Educational Facilitator and Mentor).
- Family/Whanau/Caregiver Involvement: Their family/ whanau/ caregivers and mentor will receive periodic reports on the YPs progress directly relating to their IEPs and IDPs including the student's self evaluation and the teacher's evaluation.

YP Engagement Indicators

- Pride in house. For example, looking after the 180 premises and cleanliness including weekly duties.
- Pride in work
- Attendance
- Punctuality - arrive to 180 on time
- Participation/ commitment
- Respectful language and behaviour

This data will be collected daily and given a percentage at the end of the week. Each student is able to see clearly areas of achievement and what to improve on. These are included in reports where family/ Whanau and mentor are able to view at any time.

How would you propose to meet the government's target for 18 year olds achieving NCEA level 2

- We would meet the target for 18 year olds in the same way as for other target groups
- We have a high emphasis on NCEA credits and will support each student to attain credits that directly relate to vocation goals and individual success in areas of interest, to ensure motivation and engagement.
- YP will want to stay and enjoy the learning process and opportunities available, particularly when the High Country School is in operation. We currently observe large changes in YP when they are in High Country Experiences and they often don't want to go home.
- The 17- 18 year olds will have more advanced opportunities and responsibilities to instruct

and guide younger YP to help them attain these credits as leaders – so long as their skills in the area are strong enough for safety management and more advanced than the younger YP.

- We do not believe learning is 'linear' therefore if a YP who is not yet 18 and is capable of attaining higher qualifications, then they will be encouraged to do so.

Evidence we are successful in supporting YP 16 -18 in achieving NCEA credits.

In 2012 180 piloted a 'Residential Farm Education Training Scheme' (RFETS) partnered with AgriBusiness as the ITO. 180 Degrees Trust Senior Youth Coordinator, Fiona Hargreaves was the recipient for the Vodafone World of Difference Programme to deliver RFETS.

- 8 Young People, who had never attained an NCEA credit at any level, all attained at least 45 NCEA credits in Basic farm machinery.
- Six of the eight attained the full 65 NCEA credits at levels 2 and 3. Certificates in Basic Farm Machinery and Relief Dairy Farming.
- **38% of the YP were Maori.**
- This combined classroom and non classroom based learning for 3 weeks.
- It was based on the Mt Hutt Retreat and there were 8+ farms that each agreed to provide work experience to one YP. If it was appropriate, some farms supported two YP at once as we knew the YP would work and learn better together.
- Seven of the eight had been charged but not convicted of one or many criminal offences prior to 180 Degrees intervention.
- Seven of the eight had been out of school since the age of 14 years old and were 16+ years old at the time of RFETS 2012.
- 2013 Seven of these YP have transitioned into employment or further tertiary education.
- Honourable David Carter presented the YP with their Certificates.

s 9(2)(a) OIA

More details can be found at - <http://foundation.vodafone.co.nz/19/04/2012/rfets-and-how-the-team-evolved/>

3c Key Advantages of our Application

The advantage in having a Partnership School is that every YP referred to 180 will be able to immediately access education and a mentor, even although they have not positively engaged in other facilities. This is unique.

We see two key themes with a majority of our YP or new referrals.

1. 'Self Excluding YP' - These are YP who have developed strategies to be 'stood down' or 'excluded' from schools or Alternative Education. YP with complex issues that often cannot be addressed in current educational facilities, often have to wait for months and in some cases years for the system to place them back into education. For example, a YP we have been working with for 2 months had been out of education for 2 years and he was only 14.5 years old. The only person he meets with is his 180 mentor and still absconds from his high school and other professionals involved. He would be quickly integrated to our school helping him make more healthy choices and for a safer community.
2. 'Systemic Barriers' - Some YP are shifted from one faculty to another and are not behaving in a way where they can start to work on School Level Targets. We have a high success rate in building positive relationships between staff and YP as a part of non-classroom based learning in and around the Canterbury High Country.

The advantage is a win win situation for both the YP and The 180 Degrees Trust. The YP will have more opportunities to achieve successful outcomes they desire and The 180 Degrees Trust is set up to better support the government's priority group.

Long Term Goal

There will be two phases of development for 180 PSKH.

Phase one – the PSKH will be located in Christchurch as a day programme with the High Country Trips included as well as Mentors in the HCCM programme.

This Document is based on phase 1 of the 180 PSKH. It is important to us that our higher goal is described as we believe there is a large need for phase two and the idea is well supported by Child Youth and Family Social Workers.

Phase two: RESIDENTIAL HIGH COUNTRY SCHOOL

Extra funding will be sourced from the partnerships we have with other businesses and private funders to potentially complement funding from Partnership Schools.

The current project of the Trustees is to have possession of a high country facility and operate this as a residential school for YP aged from 10-18 years. It will have self sustainable theme that enables YP to live in a safe home where they are positively supported and easily able to access educational opportunities.

There will be a 'family' emphasis on relationships and support. The older YP support the younger, both will have opportunities to be involved on the farm and build a more sustainable life style that we work and live from.

Within this there will be more flexibility of classroom and non class room hours where School Level Targets can be attained. YP who are interested in farming for example, will be able to learn about Agriculture when they feel most active during the day and when are less energetic have time to do academic work in the evenings still with the support of an Education Facilitator.

Philosophy

YP and their Families/ Whanau

- We aim to show YP how to live and protect themselves and our world.
- We see the family/ whanau as an integral part in achieving this and therefore strive to work together as a team to build functional relationships and manage difficult behaviour.
- Incorporating various therapies and an alternative education curriculum that emphasizes outdoor education to encourage development of pro social behaviour, problem-solving and life skills.
- Family/ Whanau will be encouraged to come to the facility for building positive relationships with their YP where 180 will create opportunities for positive interactions and learning opportunities.

How we do this

- We will to supply Families/ Whanau and YP with tools to cope and a safe environment to practice these. For example, we already reinforce YP positive behaviours and educate Family/ Whanau how to do this.
- We will avoid labelling YP with behaviour disorders such as Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder or Conduct Disorder.
- We will work with Family/ Whanau to manage the actual behaviours present using interventions through Family Therapy, Cognitive Behaviour Therapy (CBT), Neuro-Linguistic Programming (NLP), outdoor adventure/ play, some forms of Mindfulness and Applied Behaviour Analysis.
- Often anti-social behaviour can be shaped to manifest itself in a positive way so the behaviours are positive extensions of a YP personality. We understand that it is difficult to break the cycles of behaviour or responses to behaviour between Family/ Whanau and YP. 180 Degrees Trust works to help Families/ Whanau and YP break these cycles.
- We will complete a full assessment of individual needs as we know everyone is unique tailor interventions to their needs.

YP 10 – 18 years of age.

- There will be camps at our High Country School for those who live too far away allowing Family/ Whanau to come and stay during set camp dates.
- Incorporate the outdoors and school subjects together to show how they relate to everyday classroom and non classroom topics. ie non classroom time will be equally learning opportunities that can relate/ transfer to class room lessons. We will use outdoor lessons to help achieve IEPs for those who can't sit in a class room for longer periods of time.

For example. Mathematics, taught in the vegetable garden. As everyone has their own vegetable garden and learn to propagate the seeds and nurture them. The vegetables are part of our daily meals.

- The 180 Degrees High Country School will have a self-sustainable theme.

Self-Sustainability Concepts.

- Farm aspect is to help reduce costs of living by growing a majority of the food as well as selling products.
- YP learn how to be self productive. This is to create a sense of self accomplishment and for experiencing real results.
- Volunteers are welcome, with necessary documentation (police checks) that can stay, work and are fed with a donation expected.
- For those YP who can pay do and private fundraising is maintained.
- The Farm is donated to us.
- Buildings and facilities are built with professionals but also the YP help as a community project. More on this will be through the support we will have with in 180 partnerships.

Student Achievement Indicators

- As stated in previous section.
- YP will report to their mentor each day for mentoring and discussions.
- This is a very important aspect for 180 Degrees PSKH to reach its overall goal that all YP realise their potential and achieve Student Level Targets.

Education Facilitators

- Their role is to provide learning opportunities and necessary tools for achievement of Student Level Targets.
- Collaborate with Mentors, Family/ Whanau.
- Provide feedback to all parties including the YP.

Mentoring

- The mentor role involves, creating a rapport and trusting relationship with each YP where they inspire and help bring out the individuals qualities.
- The mentors are the instructors for the outdoor activities as this helps create a strong trusting rapport using the elements of adrenaline and fun.
- The mentor endeavours to understand progress with achievements and how they relate to IDP and IEPs. Together they find solutions on how the YP can improve on the following day with a friendly and supportive approach that is also strengths based.

YP Leadership for 16-18 Years

- Older YP help younger YP to learn empathy and provide necessary support in different areas.
- Advance YP School Level Targets - older YP can gain credits in leadership and younger can have necessary support for challenging subjects.
- Advance YP Engagement Indicators - older YP experience feelings of helpfulness and self worth through helping others and positive attention is received for the younger YP that is also important for emotional development.

The theme of the family and team environment is so important and reinforced naturally.

Focus on Vocation

- Students will help with farm work, gardening and animal care.
- Engineering/ mechanics. A work shop for YP to learn to do the basics.
- Chef/ waitressing. The food that is grown and farmed is also used in the café/ restaurant that is open to the community.

Outdoor Experiences

- Opportunity for outdoor experiences, from snowboarding, hiking, diving, surfing, horse-riding and team building exercises.
- Incorporating risk taking that results in positive outcomes as well as using the outdoors as a medium for building stronger bonds between peers and staff.
- 180 will design appropriate outdoor experiences for Family/ Whanau and YP camps. e.g. Fathers & Sons and YP & Significant programmes

Parent-YP focus for stronger family relationships.

- We will have High Country camps that are focused on working with the Family/ Whanau of the YP that are achievable for all parties involved.
- To teach the basics of childrearing and any 'tricks of the trade'. For example negative reinforcement – such as tantrums that can elevate into anger and sometimes violence where the YP has learnt 'Negative attention is better than no attention'. Parents see 180 staff give no attention to 'tantrums' and can exit the situation with clear instructions to the YP that they will discuss the issue when they are calm and in control. When the YP is calm and in control the staff sensitively approach the issue and work through it empowering the YP to find meaningful solutions to better cope or respond.

In summary, we see Phase One as being our immediate need, and the subject of this application. We see Phase two as being our long term goal, made possible by our supporters and extending our current high country experiences.

4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

4.1a Proposed Student Population and Educational Need

Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.

4.1a Student Population

The student population will be composed of YP who are not engaging with the main stream **nor** Alternative education systems. Specifically this school is designed to meet the target groups identified for government priority: Māori, Pasifika, NZ European learners from low socio-economic backgrounds and learners with special education needs.

49% of YP on our current programmes over the last 16 months have Maori Whakapapa.

The table below shows how many YP on the current HCCM programme would be available to start 180 PSKH. Those that show 'nothing' in the Successfully Engaged in column are the target group for the school. They are typically referred to 180 not engaged in anything and can take months for the mentors to work successfully with them. In the meantime they are on the streets.

24 Clients with 180 Degrees Trust HCCM Programme

| YP | Age | Engaged in Education | Course | Employment | Successfully engaged in? | If not engaging why not - key issue |
|----|-----|----------------------|--------|------------|---------------------------------|-------------------------------------|
| 1 | | X | X | | Nil | |
| 2 | | X | X | | Nil | |
| 3 | | Start new AE | | | No | |
| 4 | | X | X | | Nil | |
| 5 | | X | X | | Nil | |
| 6 | | X | X | | Nil | |
| 7 | | Mainstream | | | No | |
| 8 | | | | | No | |
| 9 | | | CPIT | | Yes | |
| 10 | | 180 AE | | | Yes | |
| 11 | | X | X | | Nil | |
| 12 | | X | X | | Nil | |
| 13 | | X | X | | Nil | |
| 14 | | X | X | | Nil | |
| 15 | | Mainstream | | | Sometimes | |
| 16 | | Mainstream | | | Yes After 180 intervention | |
| 17 | | Mainstream | | | No | |
| 18 | | X | X | | Nil | |
| 19 | | X | X | | Nil - 65 NCEA Credits 180 RFETS | |
| 20 | | X | X | | Nil | |
| 21 | | Mainstream | | | Yes | |
| 22 | | X | X | | Nil | |
| 23 | | X | X | | Nil | |

Summary:

| | | |
|--|-----------|-----------|
| YP under 16 yrs at school | 7 | |
| YP under 16 yrs not at school | 8 | 8 |
| YP over 16 yrs at school | 2 | |
| YP over 16 yrs not at school but wishing to be at school | 6 | 6 |
| YP over 16 yrs not wanting to be at school | 2 | |
| Total | 23 | 14 |

(Currently Available for 180 PSKH)

We already have the facilities, infrastructure and staff available to operate our new 20 student school. Growth between 2014 and 2015 will see us employ another teacher to maintain the 1:4.4 teacher to student ratio.

Through experience and observations with our 180 Young People, we would like a larger number of year 11-12 students to engage in education. **We refer to this group as “the lost tribe”** - they tend to be less motivated towards education during these years – the street is their jungle and their home. But these are the most important years for them to gain necessary qualifications, experience and the skills they need to be successful in employment and to become independent.

Given the types of challenges the targeted group present, the low numbers are essential for quality of service and success in achieving overall goals of YP and 180 PSKH.

4.2a: The relationship between the student population to be served and the intended geographic location of the school;

Students will be able to access the 180 PSKH School easily, as it will be located centrally. They will come from all over the city to attend - we already have referrals from the extended Canterbury region such as Rangiora, Ashburton and Methven.

As already noted, access to high country property is provided by the trust by way of its own vehicles. Vehicles are currently provided for YP coming to 180 and this will be extended to students in our 180 PSKH School.

180 trustees are determined to make quality exciting education available to all struggling YP.

4.2b: How the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

The flexibility of our school class room, intensity of the mentoring, and the low student to teacher ratio will enable us to determine and provide the appropriate level of education. We will provide the educational needs necessary for the individual's specific areas of interest and need of development. We aim to transition YP into training or employment and if appropriate we will help transitions back into mainstream education. We already have a positive track record of achieving this.

We integrate elements of each of these cultural groups modelling inclusiveness and equality in lessons and activities specific to their individual and cultural practices and needs – inclusion of linguistic dialect in class-room and non classroom lessons, inclusion of Family/ Whanau values and beliefs and regular communication with them. Because of the trusting relationships which are developed, the staff of 180 are openly welcomed into the homes of our YP to support change for any issues or challenges. This is not typical with other organisations, especially statutory organisations.

Biculturalism will be integrated with sociological concepts to support development and understanding of self identity and awareness of culture, heritage, and history of family/ whanau/ community/ New Zealand.

- Cooking different cultural foods and learning about traditions

- Application of cultural practices (ie not sitting on tables, touching YP heads etc)
- Travel experiences from a range of people (staff, volunteers, guest speakers, other community organisations).
- Non class room expeditions involve historical and cultural learning opportunities, enriching the connection between the YP and culture of Aotearoa.

The 180 mentoring system will encourage YP presently rejecting mainstream education to attend the 180 Partnership school.

This section lists the current study options in the 180 AE. These will be similar, but not limited to, in the 180 PSKH.

- Te Kura – Mathematics, English, Option of other subjects of their choice.

Additionally other Internal Focus Attaining:

- STAR– through courses such as CPIT, Avonmore, National Trade Academy
- First Aid Certificate which includes NCEA credits
- Site safe
- Other necessary prerequisites for their vocational choice.

Non-classroom based learning that emphasises key competencies, such as;

- Relating to others
- Managing self
- Participating and contributing
- Using language symbols and text
- Thinking

Other non-classroom based learning to attain unit standards and some NCEA levels.

- Snowboarding
- Mountain biking.
- Kayaking
- Rock Climbing etc
- Camping/ survival skills

For 2012 successful attainment levels in our current 180 AE School continue to increase each month as follows:

- Attendance rates have increased from 78% - 100% within a Term.
- Overall, 66% of YP increased their literacy and numeracy achievement (IEP scaling system) – this is based on improvements made in IEPs from start of term to the end of term period.
- The 100% successful transition of our YP in 2012 into either mainstream education or full time employment
- 100% of our students in 2012 that were transitioning out of 180 AE reached their transition goal. This huge progress was made within a 9 week period.
- Some of our statistics have been negatively affected by a few YP who have had heavy alcohol and/or drug dependencies combined with other issues.

Those YP who have not been successful in 180 AE typically do not have a mentor. The 180 PSKH will increase the success rate with these YP through intense support with 180 HCCM mentors and the partnership organisations within the community to overcome these challenges.

Although the 180 PSKH will be a new venture, the attainment levels above demonstrate our ability to

meet goals and targets combined with RFETS is a direct example of 180's ability to assist 16-18 year olds achieving NCEA credits at level 2-3.

4.2c: Describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement;

The YP face a number of challenges: behavioural challenges and/or learning difficulties (e.g., ADHD, FASD, OD, mild intellectual disabilities, dyslexia, dyspraxia); lack of positive support networks outside 180 Degrees Trust; lack of positive parental boundaries; resiliency, alcohol and or drug dependencies; anger management issues; previous negative experiences in education facilities; and exposure to neglect, physical and or emotional abuse. Often we need to help support the parents with their own anger problems and home life situation.

4.2d: How will we attract these students

180 Degrees Trust receives referrals on a weekly basis for YP who fit the criteria for the 180 AE and 180 HCCM. As demonstrated previously in section 1.4a during 2012-13, 14YP will be able to access 180 PSKH alone. This is a small section of referrals we receive as many others do not fit the criteria and are therefore unable to access support from the 180 service.

Other referrals come from the police, Child Youth and Family (Care and Protection and Youth Justice sectors), schools, other community organisations as well as private families/ whanau throughout Canterbury. Two main reasons for this is our reputation within the community and our user friendly website where 180 Degrees Trust is quickly found when searching for youth at risk programmes.

B. Curriculum

4.3a: The curriculum that our school will use

The basis of our programme will be NCEA, which has predetermined evaluation and assessment procedures.

In cases where NCEA does not cater for the needs of a YP, we will access qualifications through developing our own programme to help lift the level of the student so they can achieve NCEA credits or the necessary prerequisites for their career development. We will also use practical activities that help increase motivation and engagement, such as outdoor activities or sports; work experience; apprenticeships; pre requisites for some vocations i.e. site safe, driver licence. Our mentors use key relationships within the community to provide opportunities for work experience and further support when in employment to ensure achievement. We already use the physical environment to assist learning for those who find analytical thinking difficult.

The New Zealand Curriculum (NZC) works to improve an individual in all aspects of their life. The NZC will be used to promote the holistic development of our students.

We are currently exploring the TMOA document and notice how many of these aspects naturally integrate within our pedagogical approach.

4.3b: How our chosen curriculum will be delivered at each year level in our proposed school.

We currently have a high success rate in helping YP who are in the Youth Justice system to turn their lives around for more successful outcomes. We also have a very successful Alternative Education Programme and would like to have the flexibility to help a wider range of young people.

Student achievement would be improved through an Individual Education Plan (IEP). This document enables 180 staff members to set appropriate goals and outcomes with the students. Therefore the goals are realistic and relevant according to the individual. The education programme will be designed to meet the needs that the students have identified in their IEPs so progressive steps can be made towards the desired goals. This document allows the student to assess and evaluate their own development and achievement.

NCEA will also be used for certain areas of the education programme to enhance student employment prospects and as an additional assessment tool. NCEA will mainly be used for numeracy and literacy so the students reach an appropriate level for their age and choice of vocation. For

example, a YP we are currently working with has a very low level of reading and writing. He is supported by his mentor in accessing a programme who can help him quickly improve his skills and he is also supported in finding a realistic vocation which he is interested in and does not require a high level of reading and writing. He is interested in working with animals and farming was an option, however he is also interested in working on push bikes so comes into 180 to help work on bike maintenance learning the basics and a possible transition within the bike industry.

As previously stated, some of the students that we currently cater for are often not ready to engage in education until they have overcome other issues that affect their ability to learn. The flexibility in our programme will allow the YP time to address those issues and then approach a structured daily educational setting. We have access to the resources and services readily available to support the student and their families/ Whanau through these issues. This enables the YP to engage in education when it is appropriate and therefore a greater success and productive progression will be made.

The inclusive pedagogies and environment 180 staff provide enhances student achievement and success. Diversity and cultural heritage is promoted within the classroom and as a result, students develop a sense of self-worth and value. This also increases student achievement and success as they are exposed to an inclusive and positive environment where they feel confident and comfortable. The previous experience and understanding of our staff in dealing with these YP provides a huge advantage for the success of this school.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

The practices and strategies we have previously mentioned are the tools we are currently using in our AE School.

Therefore we want to establish a 180 PSKH that builds on the successes from 180 AE and 180 HCCM. 180 PSKH may be more challenging to achieve the same level of success as the 180 AE, because of a more difficult YP and issues they have.

A key teaching practice will be the addition of the intense 1-1 mentoring to support and evaluate YP progress.

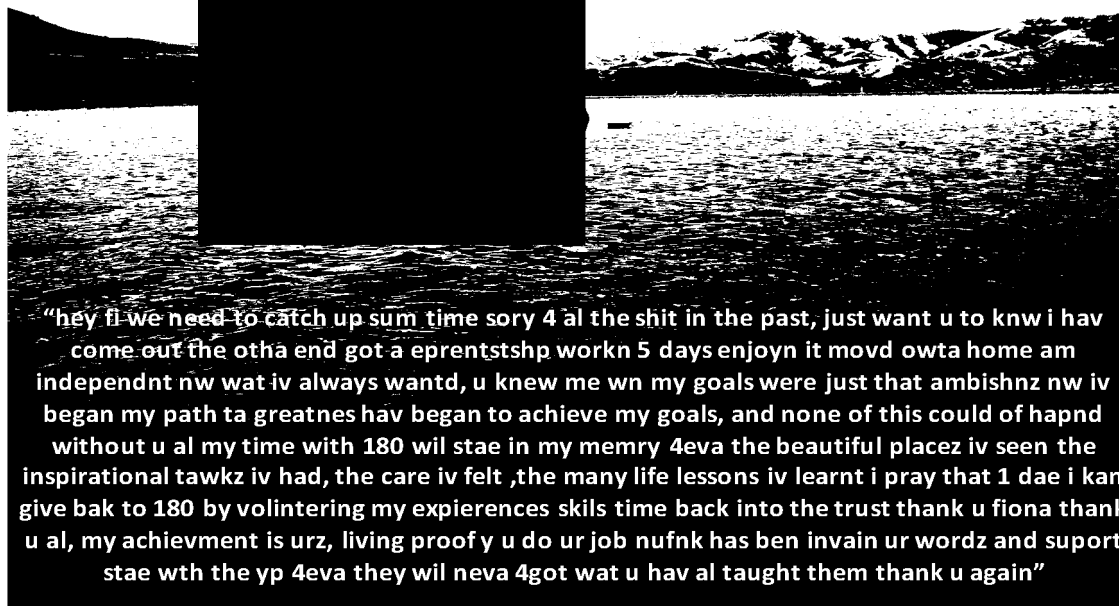
How will the learning environment look through the eyes of a learner in your school?

Proactive, strengths based, emphasis on the learner and their abilities, challenging yet supportive, dynamic and fun, inclusive pedagogies that enable all the cultures of our YP of Aotearoa, New Zealand.

The following is feedback from one YP who was able to access support through both the AE and HCCM. Most YP in the 180 AE generally are unable to access both programmes and demonstrates the need for a school where this can occur due to the successful outcomes and is a clear example of 'the lens of the learner.'

180 DEGREES TRUST

s 9(2)(a) OIA



4.4 Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

The rational has proven to be successful which we know due to the feedback from YP, Families/ Whanau, community and statutory organisations as well as the current research done by June Slee 2013.

5. Set out clear plans for transition between phases of education and (if relevant) employment.

The plans are devised within IEP and IDPs as individual documents created with each YP. As these are revised frequently, we are able to assess when transitions are timely and appropriate. YP are empowered to inform 180 staff of transitions and in cases where YP are unsure of what transitions they would like to work towards, the staff work to expose the YP to ideas and vocations they may not be aware of and potentially interested/ skilful in.

C. Learning Environment and Teaching

Our proposed instructional methods are learner-centred and individualised. This takes into account the complex nature of the YP we work with.

6a: Distinctive instructional approaches you propose to be employed;

The foundation of our approach is that learning is a natural and lifelong process that is dynamic and unique for each individual.

The table below provides information regarding our key teaching practices and learning environments. It provides examples from some of the current YP on our programmes.

| Key Teaching Practices | Learning Environment |
|--|---|
| Specifically cater for the interests of YP to assist with engagement and attainment levels. For example, YP set goals in IEPs with | Optimistic views in challenging situations or new and difficult tasks. 180 Staff model optimism and importance of having a sense of |

Education Facilitator to ensure goals are realistic and include subjects they want to learn about – For example, *YP who tend to tag is redirected to an Art project with a renowned legitimate graffiti artist in Christchurch and will work on community projects together.*

Strengths-Based approach – Individual strengths will be identified to assist with lesson topics and achievement of IEPs. For example, *YP who believes he is a criminal as said it is the only thing he is good at. The skills that he has for being this 'good criminal' are extracted and YP was empowered to see how he could transfer these skills into positive activities. He has not reoffended since our intervention.*

Solution-Focused - YP are empowered to find solutions to their challenges. For example, *YP who often self harmed when issues arose in her life. She was asked what would be the first thing she can do when starts to feel how she typically felt when things started to go wrong. She came up with 3/ 4 different options and regularly uses 2 of these and feels proud as she found these solutions for herself with the support of her Mentor.*

Experiential learning as the most significant for long term retention. For example, *a YP who is 16 years and cannot count to 10 or read numbers very well has been a partner with Mentor when playing card games and other games that practice numeracy and literacy in breaks/ on camps.*

Multidirectional Learning. YP feel important, it encourages leadership qualities and value to their interests. For example, *YP are encouraged to discuss topics of interest and are listened to by Education Facilitators and Mentors where they model appropriate respect and engagement as well.*

Transferring of acquired knowledge/ skills. This is where outdoor adventure can really support academic learning or other challenges. For example, *a YP who fought through bush, up hills and avoided wasps on a trip that saw the point in 'pushing through' for the rewards of tubing down a river. She related this to her social phobia and having to 'push through' negative thoughts of being around others to achieve her goal of attaining qualifications at the faculty of her choice. She has recently done a presentation in front of her bullies and achieved a high mark for it. She said she has never felt so proud of herself and has so much more confidence.*

humour. YP are supported to develop more optimism and to see how negative experiences can actually have a 'silver lining'.

Inspiring Curiosity, Creativity and Courage.

This will be through the personalities of staff combined with use of different tools. Examples of tools - open ended stories, metaphors, scaffolding YP to learn how to find the answers if they are not sure, to take ownership of their own selves and behaviour, practice team work, create challenging tasks/ situations that are achievable and therefore rewarding, feedback CRC model. Commendation, Recommendation and Commendation where positive and encouraging language is used – no BUTs between the CRC!

Culturally inclusive – Equality.

Pictures, Art work, language, activities, historical anecdotes, cultural connections in locations of non classroom based learning.

Safe, welcoming and caring – For example, *YP often thank 180 for the care and support they have received from staff and opportunities provided. YP who have injuries are cared for, all staff have First Aid Certificates. All YP are welcome with equal supportive and enthusiastic treatment.*

Rules, boundaries and expectations are clear and consistent where YP are encouraged to negotiate and discuss issues or challenges. For example, *a YP was unhappy with a 180 AE teacher and complained to a HCCM Mentor. He changed from being angry to listening to Mentor and said he felt he had been listened to and was able to negotiate with the teacher in a respectful way and a solution was found. Later the teacher thanked the Mentor for the support as they now have a stronger rapport with the student.*



Example of strength based approach. In learning from mistakes/ choices that had unwanted consequences, the mentor's role is to help YP identify what could have been done differently for more positive outcomes. This includes clear feedback on how the YP is doing when trying to change habits – slight changes are magnified and celebrated. For example:

We have successfully helped a YP in our school who had a history of violence. She used to assault other people which shifted to punching walls - this was celebrated. She was given positive support for the shift from hurting others to hurting objects and her ability to change. She then stopped hitting objects; she no longer rages when angry and talks with others before she becomes angry. She has developed a lot of self confidence through these learning's and she is very proud of the changes she has made for herself. She has now achieved merits in English and is back in mainstream education attaining her NCEA Level 1 with the aim to gain levels 2 and 3.

Basic Keys to Learning–

- Overview of routines and of topics to be covered. Review of previous learning's.
- Use local knowledge and things the learners already know/ are interested in
- Chunking information so it is easier to manage and ensuring those who are able to hold 2/3 pieces of information in working memory are not given more. Yet those who are able to hold more are given an amount that they can cope with and are still being suitably challenged.
- Frequent breaks
- Repetition
- Drinking water and eating healthy food/ snacks.
- Accommodate different learning styles such as – Kinaesthetic/ tactile/ visual/ auditory.
- Temperature and colours of class room is also important for comfort but maintaining alertness.
- Icebreakers/ brain gym and games to encourage curiosity and inspiring thought.
- Inclusive, empathic and motivational rapport developed with each young person.

The table below describes our pedagogical approach and how this will look for the key people in our organisation.

| Pedagogy Approach | Education Facilitators/ Mentors Role | YP Role | 180 PSKH |
|--------------------------|---|--|--|
| Objectivist | Facilitating the transfer of knowledge to the YP via presentation and explanation. | Passive. Independent of others, each YP is responsible for learning information contained in the body of objective knowledge | Some lessons will be presented in this way however less often and mainly when given instructions for activities which they then will be supported with the constructivists approach. |
| Constructivist | Facilitating the transfer of knowledge to the YP via creating a learning environment conducive to active and interactive participation in the learning process. | Active. Discovering, constructing, practicing, and validating acquired knowledge via active exploration and interactive social collaboration with others. | Most frequently this approach is used in both non class room based activities and class room based activities. |

Reference <http://www.westga.edu/~distance/ojdla/winter44/crumpacker44.html>

6.b: How these methods will provide students with knowledge, proficiency and skills needed to perform at high levels;

These methods help YP aspire to achieve desired goals and learn how to achieve positive and healthy goals where there are personal gains. Most of the YP with in 180 have rarely been celebrated for their positive and healthy achievements and therefore are not motivated to continue to do so. Once they learn they can achieve we see YP wanting to achieve more as they feel good about themselves and their abilities.

The skills and development learnt through challenging physical activities are transferred to the educational sector reinforced by the mentors and educational facilitators. For example YP who are in the HCCM are encouraged to do what we call the **Southern Alps Traverse (SAT). This is a 6 day 243 km expedition** from the West Coast, Kumara beach to the east Coast New Brighton beach on bike, foot, and raft. We train the YP so they are physically fit enough to achieve this challenge however emphasise how 'mental strength' enables true completion and achievement. The YP are taught how to devise personal mental strategies for pushing through the difficult times and supported during them. When we return and difficult times occur in their daily lives, YP are reminded how they pushed through these in the SAT and how the strategies can be used for success in any area necessary.

6.c: Help produce the educational outcomes anticipated in the school's goals.

A key theme YP learn is Team Work and that the team as is strong as the weakest link, therefore supporting the team as a whole is beneficial for the individual's success in achieving their goals.

Our teaching and learning pedagogies empower each YP to achieve their goals which result in the schools overall goal being achieved.

7. Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

The intention is to support YP into the direction they are interested in with the necessary education/ employment prerequisites. Goals and plans are created with the YP as a holistic view for personal development and interest.

Necessary prerequisites can include;

- NCEA Level 1/2/3.
- Site Safe Certificates.
- First Aid Certificates.

Additional Support Subjects

- CV preparation.
- Tools to find employment opportunities.
- Appropriate etiquette for interviews, team work.
- Budgeting and Financial advice.
- Planning and achieving goals.

8. Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.

180 will address specific needs and barriers of the YP and aspects necessary for parental/ family/ whanau buy in as our behaviour management systems, teaching practices and support systems are different that main stream education which has failed these YP.

Behaviour management is proving to be successful through our techniques as they are a key reason for learning barriers.

We work to identify the core issues to externalising behaviours (behaviours YP have that tends to lead to self exclusion) and ensure the required supports are put in place to help change the behavioural responses. For example a YP who has a challenging relationship with his mother that tends to escalate to violent behaviours and these transfer to his education faculty when he is

frustrated. The core issue is complex and through the support of his mentor he is learning new strategies to be more in control and respectful even when frustrated. He feels the core issues are being supported and is learning to change the externalising behaviour so he is more able to positively engage in his work place as he is now 17 years old.

YP will not have stand down periods which tend to be viewed as a holiday and where escalation of anti-social behaviours are exhibited on the streets.

Eventually when the Residential High Country School exists, the services the other NGOs provide will be integrated in group settings and as segments that can also add to School Level Targets.

9. Outline the school's planned self review processes.

The self review process will be based on each YP's achievement of set goals within the IEP and IDPs that will be reviewed and documented at each review period with the YP. Further reviews will be done with the family/ Whanau and other professionals involved to ensure no information is left out which could impede on the YP's planned goals.

D Student Achievement and progress

10. State which qualifications will be offered by your school if it is a secondary or composite school.

We will provide opportunities to access following qualifications:

- Trade certificates and licences – eg site safe, fork lift licence, driver licences etc.
- National Standards/ NCEAs/ NZ and or internationally Recognised Standardised tests
- First Aid and Wilderness First Aid.
- Mountain Safety Council Qualifications. Eg outdoor leadership, river crossing, weather mapping, Risk Assessment Management.
- Duke of Edinburgh.
- Cando, Library cards and passports.
- Agribusiness Partnership for Agricultural training courses.
- Peel Forrest OPC Partnership for - Ecological sustainability and other outdoor adventure opportunities.
- Work experience opportunities where the student is supported with necessary employment documents and skills. 180 Degrees Trust has many current partnerships with potential employer in our regional community.
- Partnerships with other regional organisations that can provide particular qualifications identified by YP to ensure variety of qualifications are available. Also so that transition to other desired faculties are available.
- Boyle River Lodge Adventure Camp

11 Detail tests, measures, or other assessment and/or aromatawai tools will be used:

The practices and strategies we have previously mentioned are the tools we are currently using in our AE School.

Therefore we want to establish a 180 PSKH that builds on the successes from 180 AE and 180 HCCM. 180 PSKH may be more challenging to achieve the same level of success as the 180 AE, because of a more difficult YP and issues they have.

A key teaching practice will be the addition of the intense 1-1 mentoring to support and evaluate YP progress.

11a How student progress and achievement will be measured, tracked and reported

School Level Targets

- Clear Goals: The Individual Education Plan (IEP) will establish clear, challenging goals and timeframes for attaining the desired qualification (ie NCEA Level 1/2/3 or National Standards or NZ recognised standardised tests).
- Negotiated curriculum: The IEP will be created by the YP with support of the education facilitator.
- In addition a Mentor is assigned to each YP and together they create Individual Development Plans (IDP) to further assist in achievement of School Level Targets and other challenges the YP has.
- Monitoring of targets: The young person (YP) and Education Facilitators will write performance reviews of goals ascertained in their IEPs and IDPs. These will be recorded on a scaling system
- The plans will be located in the 180 Database and YP will be given their own copy.
- Review Cycle: The reviews will be worked through mid and end of term to ensure the goals are achievable and on track. If the YP is not on track towards achieving their goals within their time frame, additional support and scaffolding will be provided.
- Flexibility: Circumstances for these YP can change rapidly. It is important to identify how these changes may impact achievement. Coping techniques will be worked through by all parties involved (YP, family/ whanau/ Educational Facilitator and Mentor).
- Family/Whanau/Caregiver Involvement: Their family/ whanau/ caregivers and mentor will receive periodic reports on the YPs progress directly relating to their IEPs and IDPs including the student's self evaluation and the teacher's evaluation.

YP Engagement Indicators

- Pride in house. For example, looking after the 180 premises and cleanliness including weekly duties.
- Pride in work
- Attendance
- Punctuality- arrive to 180 on time
- Participation/ commitment
- Respectful language and behaviour

This data will be collected daily and given a percentage at the end of the week. Each student is able to see clearly areas of achievement and what to improve on. These are included in reports where family/ Whanau and mentor are able to view at any time.

11b: How assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

The nature of the school is such that each student receives individualised attention on a daily basis. The School Level Targets and YP Engagement Indicators are responsive to the IEP for each student.

IEP and IDPs will improve student outcomes through frequent revision to help YP identify areas for improvement. The revision is to also identify when goals are being achieved including a rating on a scale system at each revision session. YP learn how they can improve the mark they get on this scale which will clearly indicate improvements with YP achievement.

4.2 SUPPORT FOR LEARNING

A. Parent/Family/Whānau/ Community Involvement

1a: How we will work with students, parents, families/whānau and community to promote high attendance levels, school-wide;

In our 180 HCCM programme we usually have 12 – 15 clients engaging with us at any one time. Our statistics show that for those not yet 16 yrs of age 72% are not attending school. They have evaded the system and slipped through the net. Yet many of them call voluntarily at the 180 premises for companionship and advice. In actual fact they wish to learn and look on 180 as their extended family who they have chosen to be a part of. Our Youth Coordinators/ mentors will meet with these YP and their families and offer them the chance to enrol.

We believe enrolments will be plentiful.

1b: Develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;

Mentors are the key people who assist education facilitators to ensure positive and supportive communication with parent/ family/ whānau. As families tend to want the best for their YP they are thankful for the support and a united partnership is created for optimal support and care is provided around the YP.

1c: Work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

Activities that involve the parents/families/whānau in the learning process to encourage positive interactions and learning, such as enquiries about family history, YP informing parents of areas their parents are interested in. Further there will parent/ positive role model – YP outdoor trips in the High country where non classroom based learning and interaction is supported. Trips will be based around the parent/ positive role models abilities and interests that are achievable yet include challenging aspects. This promotes opportunities for fun and different memories between parent/ positive role model – YP.

1d: Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements

The Mentor will collaborate with other community organisations and/or CYF to create plans and a strong support network of professionals that are necessary for optimal learning outcomes.

Yearly Newsletters such as ones we have provided for you.

B Community Participation

2. Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.

This is a real strength of the Trust and will be extended once the partnership school is in place.

We will produce a brochure outlining the Aims and Objectives of our new 180 Degrees Trust School. This brochure will be circulated in Christchurch to high schools, AE schools, CYF and Youth Justice (YJ) Managers and their staff and Police. At the same time we will have an article and launch in the Christchurch Press. This publicity will be followed by addresses to CYF, YJ and Police as well as Rotary and Lions Clubs. We wish to work along-side mainstream education as a viable and practical option for those students who struggle with conventional classroom dynamics, providing a win/win for schools and the pupil.

3. Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

NGO's, Government organisations, the Judiciary, Youth Legal Advocates and the Ministry of Education appreciate the work we do with at risk disadvantaged young people in Christchurch. We have not spoken with the MOE about our plans but all other organisations are excited and support us in our wish to create a school where at risk disadvantaged teenagers can be welcomed without the constraints and protocol attached to the present AE system.

Tait Communications s 9(2)(a) OIA

We have been in discussions with the [REDACTED] of Tait Communications since November 2012. Through [REDACTED] this company has an interest in supporting education in Canterbury. They are significant funders of the Canterbury University and have indicated a wish to partner 180 in an appropriate professional education project.

Weft Knitting s 9(2)(a) OIA

Weft Knitting is a substantial local manufacturer and has given ongoing support to 180 since our inception in 2007. [REDACTED] is enthusiastic about our application and has asked to be kept informed. We rent our present 180 premises covering 488 m2 at 68 Orbell Street Christchurch from [REDACTED]. It is ideal in that it is central. Further space is available. It is possible that we would re-locate to other premises or another area if it enabled us to provide a better service.

Local Trusts s 9(2)(a) OIA

There are local trusts interested in providing financial assistance for our Partnership School initiative.

The strong partnerships we have with the many different organisations would continue to operate through referrals and communications, such as CYF, Police, Ministry of Justice and Ministry of Education, including High Schools such as Aranui High School, Mairehau High School and Hagley High School.

The partnerships we have created over time are mutual where others continue to develop to help create more opportunities for our young people and the success of the 180 Degrees trust.

Please refer to letters of support from key partnerships attached to this application.

Statutory Organisations

Child Youth and Family

In 2009, the Minister of Social Welfare, Hon. Paula Bennett invited 180 Degrees Trust to discussions in Wellington where 180 Degrees Trust was offered a contract to work with at risk young people from the Canterbury area.

A strong relationship has since developed with Youth Justice and Care and Protection departments of CYF. 180 Degrees Trust collaborate with CYF on a daily basis about young people and their families and it is fair to say 180 Degrees Trust has a respected professional relationship with them.

[REDACTED] of CYF, regularly visits the 180 Degrees Premises and has also been on one of our high country expeditions. The Managing Trustee, Jeremy Nurse sits on the current selection panel for the Youth Justice Managers.

s 9(2)(a) OIA

NZ Police

We often receive referrals from the police and collaborate with the youth aid department about our clients and necessary strategies to deliver the most appropriate support. We are well respected by Senior Sergeant [REDACTED] and his officers.

s 9(2)(a) OIA

Ministry of Education

Due to the success of the 180 Degrees Trust work with at risk youth the Ministry of Education asked 180 to establish an Alternative Education School. This has grown from five up to twelve students over

2.5 years of operation. Our AE School is regarded as being very successful. This is reflected by the student attendance rate, academic achievements and a large waiting list.

We continue to receive positive feedback from the [REDACTED]

s 9(2)(a) OIA

Ministry of Justice

Jeremy Nurse (180 Managing Trustee) is a member of the Future Youth Court Working Group. The 180 Degrees Trust asked to present a research paper on how the new Youth Court should be established in Christchurch.

The 180 Youth Coordinators are well respected by the [REDACTED] and his respective Christchurch colleagues.

s 9(2)(a) OIA

District Health Board

Youth Specialty Services, Hilmorten, Princess Margaret Hospital. Organisations who we work with and provide extra support for better outcomes and to help reinforce key themes.

High Schools

HCCM – Mentors work with the school to support positive relationships with staff and students as well as learning more about the needs of the YP that often prevent motivation towards achieving YP achievement indicators. We have been at meetings as support for YP who are in front of the Disciplinary Board. Regular communication is made with the School Deans, Form Teachers, and Principals of the school learning about the difficulties the YP is having and provide support for solutions.

NGOs

Current NGO partnerships are critical to the YP realising their full potential, generally in conjunction with HCCM.

Such organisations are – Youth Services of Odyssey House, Youth Specialty Services, Waipuna Trust, Family Works Trust, Aukati Kaipapa, Youth Culture Development, Canterbury Youth Development Programme, Enabling Youth and Lifelinks.

These would operate by working together to best support the YP needs and reinforce key themes. We also provide a safe environment for the YP to practice new skills and develop deeper levels of understanding.

Our justification for establishing an additional school in Christchurch given the drop in overall student numbers is that we strongly believe in quality of service and see a lack of quality services providing this type of YP with educational opportunities that best support their needs. These are YP who are not able to access Mainstream Education or Alternative Education for the two reasons discussed – Self Exclusion and Statutory Barriers. Additionally;

- There is a large waiting list for YP to access the Alternative Education Schools in Christchurch.
- We have students who are enrolled at our school waiting at the door before staff arrive each morning.
- Other YP not involved in 180 ask how they can be on our programme and we are consistently receiving referrals. Currently YP can access our service through CYF youth justice due to offending (this is not a message we endorse), through fee for service (but most people cannot access the funds), or in the AE where the MOE are the gate keepers. We know there are many YP who have not offended but still need just as much support. We would like to broaden our service to the YP that meet the Governments target and who have not committed criminal activity in the community.
- Old YP who have transitioned from 180 consistently keep in touch with tutors and mentors. This emphasises the positive relationships developed between YP and 180 Staff.

- We also have the highest rate of attendance for those who are enrolled.
- The Youth Coordinators are often asked on the street by Young People if they can please be on the 180 Degrees Trust programme and what do they have to do to get on to it.

We have no evidence of a drop in student numbers that relates to the youth most at risk. Recent research on Christchurch two years after the earthquake disasters, indicates that there is a significant increase in the need for programmes that help YP with antisocial behaviours such as anger and domestic violence, drug and alcohol use, depression, suicidal ideation which all prevent young people from achieving their goals and educational needs. 180 PSKH would address all of these major issues as part of our mission to educate and support YP and their Families/ Whanau by encouraging them to reach their full potential

C School Organisation and Culture

4. Describe the principles of how the school will be organised and how this will support student learning.

Class room based learning will be organised where YP work closely with the Education facilitators where mentors are available to help with other issues that may occur and thus prevent the YP from learning. Such as issues at home that is upsetting to the YP and is therefore unable to concentrate in class. The mentors are able to assist with talking through the issues and offering coping skills so they can feel more able to concentrate during school hours.

Non class room based learning will be organised by the Outdoor Leaders along with the Education Facilitators to ensure lesson plans are cohesive. Often the Outdoor Leaders are also the mentors as the non class room based activities are the foundation for creating positive rapport with each other and is why 180 HCCM is successful. This works as YP want to learn from the people they respect and have a positive rapport with.

5. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

School Calendar will be consistent with New Zealand Secondary and composite school terms and holidays.

School hours will initially be based on what is working with the 180 AE school timetables, however extending the hours of operation beyond 2.30 will provide more opportunities for achievements as well as being more consistent with a typical working day. Optimal hours of operation will be from 9am until 5pm weekly. Non class room based learning will generally fit within these hours other than on camps in the Canterbury High country.

Independent study will be encouraged initially within school hours so there is adequate support for techniques on how to best research and study and outside school time study will also be encouraged with an incentive based system specific to the individual's interests.

Professional development will be ascertained at the beginning of each year with each staff member and the Managing director to create their own Individual goals and interests of learning/ development.

The 180 PSKH timetable.

Monday, Tuesday, Wednesday, and Friday.

9.00am-12.00 Classroom Based Learning with frequent breaks.

1.00-3.30 Non Classroom Based Learning (some days will be longer depending on the activities)

Thursday full day of Non Classroom Based Learning.

Below is an example of the year's activities.

| | Cost Effective | Expensive |
|---------------|--|--|
| Summer | Akaroa fishing Waipara swimming hole Darfield skate park Tubing at Ashley Gorge Diamond Harbour Nature walk Castle Hill Downhill MTB – Kennedy's Bush/Bowenvale MTB bottle Lake Beach visit Lake Rubicon Walk Packhorse Walk Kowai Flats Orton Bradley park walk Bridle Path Driving Lesson NTA farm visit | Adrenalin Forest Sea Kayaking Rock Climb |
| Winter | Movie on projector at 180 Craigieburn area exploration Lake Lyndon sledding and ice sliding | Snowboarding at Mt Hutt/ porter heights. Movies |

Tuesday afternoon activities

| | Cost Effective | Expensive |
|---------------|--|---|
| Summer | Skate Park Sports in the park Frisbie Golf Halswell Quarry Harry El walkway Beach | Mini Golf Go Karts |
| Winter | Mini sport Olympics Movie at 180 | Driving Range Ten pin bowling Clip and Climb Ice Skating |

Monday Activities:

Term One:

5 weeks Surfing + 5 weeks MTB (US20137, US20138)

Term Two:

5 weeks rock climbing (US20210, US444, US20157) + 5 weeks Gymnastics

Term Three:

5 weeks Music related + 5 weeks Swimming

Term Four:

5 weeks movie making

Thursday Work related course (WRC):

5 week blocks at CPIT/Hagley/Southern Institute etc gaining skills and experience in work related areas.

Extra Credit Courses:

Term One: MTB Credits (US20137, US20138), Tramping (US425)

Term Two: Rock Climbing (US20210, US444, US20157)

Term Three: Snowboarding Credits (US4596)

Term Four:

20137 – Mountain Bike on Easy/Intermediate Terrain – 1 Credit

20138 – Select, set up and maintain a mountain Bike – 3 Credits

425 – Experience Day Tramps – 3 Credits

20210 – Experience Rock Climbing – 1 Credit

444 – Demonstrate basic rock climbing movement – 1 Credit

20157 - Demonstrate the use of basic rope systems for top rope rock climbing and abseiling – 3 Credits
 4596 – Snowboard on Beginner Terrain – 4 Credits

D Safe Learning Environment

6. Describe the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

YP are interviewed where the below form is the document that binds the YP for clear understanding of what is expected of them.

STUDENT ENROLMENT FORMS

Overnight activities code of conduct, and consent form:

Student's Name:

- a. I will be advised of the particular hazards which exist and the situations which could arise where people may not be safe, or where harm may occur to me or any other person. This may result in damage to personal equipment and clothing **Risk Management Plans** are in place for all activities
- b. I acknowledge that I will be exposed to such hazards and to such situations when participating in the 180 Degrees Trust Programme.
- c. I authorise the obtaining of medical assistance, if judged needed by 180 staff.
- d. I confirm that I have no medical history or condition, which could act as an impediment to me participating in this programme and will complete the health information form with this enrolment.
- e. I the participant and/or Care Person understand that 180 Degrees Alternative Education School cannot be held responsible for any harm I acquire while participating on 180 Degrees activities. I understand it is my responsibility to follow instructions, to ensure safety and supervision during these activities. 180 Degrees can be held liable if their own policies and procedures are not followed by their staff, and this directly relates to any harm I acquire.
- f. Nothing in this agreement in anyway, exempts the 180 Degrees Alternative Education school from its responsibilities under the education act 1989, and the Children, young persons, and family Act, 1989. 180 Degrees Alternative Education School has to comply with service delivery protocols that adhere to both Acts, and can be found at fault if not followed.
- g. I understand that 180 Degrees Alternative Education School will aim to keep our service with you confidential, I understand that 180 Degrees is obliged to pass on information to the authorities, if aware of extreme risk, this is when we deem that you are at risk of and/or causing abuse and/or extreme harm.
- h. I understand that the Police often do a bag search before overnight activities, with the aim to prevent the use of weapons and/or illegal substances while away in a group situation.

The 180 Degrees Alternative Education School cannot accept any client who fails to accept, any of the above. Clients that choose to not comply with the above, risk removal from the outdoor activity.

1. CONSENT TO BE PHOTOGRAPHED:

I/we consent to my/our child being photographed while on the 180 Degree Alternative Education Programme. I/we understand that the photographs will be used positively, as promotional data and as a record of the activities

2. SMOKING:

The 180 Degrees Alternative Education School does not encourage smoking as it is dangerous to health. 180 Degrees is a smoke-free company, therefore all camps and trips are smoke-free. This is put in place to prepare students for going into the workplace where many employers are establishing smoke-free policies. As all of our students are under 18 years old it is illegal for us to allow smoking under our care.

3. CONFIDENTIAL MEDICAL AND HEALTH INFORMATION:**A. Information**

Is there information we should know regarding the care of your child e.g. Asthma, Mental Health Conditions, Epilepsy, Diabetes?

Please record them:

B. Medication

My child is currently being prescribed the following medication:

(Name of Medication)

(Dosage)

Has your child had a tetanus injection? Yes/No – if yes when?: _____

C. Allergies

Has your child had allergic reaction to penicillin? Yes/No

Is your child allergic to any drug/medicine? Yes/No if yes what is it?

Any known food allergies? Yes/No - if yes what is it? _____

Is there any further information which might help us care for your child?

In case of an emergency who should we contact?

Name

Day phone number

Evening phone number

D. Feed Back and complaints

180 Degrees PSKH respects peoples' opinion, if you would like to offer feedback we are happy to listen, if that matter is a complaint, please discuss it with your Teacher, if the matter cannot be resolved, Jeremy Nurse is the Managing Trustee, he can be contacted on 03 3666375, or 0275504828, or email jeremy@180degrees.org.nz. If resolution is not gained at this level, our [REDACTED] For matters that cannot be resolved with 180 Degrees PSKH, and are of a serious nature, Child Youth and Family Services should be contacted.

s 9(2)(a) OIA

| | | |
|---|--------------------------------------|----------------|
| Student's Name | Student's Signature | Date: |
| Parent/Guardian's Name | Parent/Guardian's Signature | Date: |
| Parent/Guardian's Name | Parent Guardian's Signature | Date: |
| For any queries or other information please ring – Jeremy Nurse, Managing Trustee Ph: 03-366-6357 Cell: 0275-504-828 | | |

Secondly the IEP and IDPs are created where the YP feel their learning and interests are imperative.
Below is an example of an IDP structure.

| Goals | Objectives | Tasks | Development Measure | Time Frame | Completed? | Comments | Edit |
|---------------|--|---|----------------------------------|------------|------------|--|------|
| Finish school | So I can have the qualifications for what I want to do - nothing holding me back from what I want to do. | Acceptance into a school. Therefore be positive at interview and tell them how much I want to be back at school. work hard to finish NCEA Level 1, 2 and 3. Turn up every day stay on my medication until I am allowed to come off it. stay healthy - keep up exercise and healthy food. choose good friends. problem solve if things aren't going as well as I would like them to -> talk to others if I need help. | Passing levels and tests/ exams. | 2 years | | Update 3/4/13 YP can tick all tasks and is working hard at CPIT to attain NCEA Credits. Self Score 6/19 - 1 thing for 6.5 would be to try harder in general. | |

- 7. Describe your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act and any other applicable Acts).**

The low teacher to YP ratio will enable close supervision and staff are aware of those who use drugs and alcohol through collaborative approach with other organisations and the family/ whanau. There is another interview form which works through questions relating to anger issues, drug and alcohol use and what the triggers are for these including current coping skills to avoid higher use or out bursts. If the YP are not honest the family/ whanau often inform the staff of realities and their concerns.

Prior to Non classroom based learning, staff conduct searches for contraband such as – lighters, tobacco, other drugs, alcohol, weapons, gang type colours/ bandanas, spray on deodorant etc. YP and their families/ whanau are clearly informed of this practice to ensure safety on camps and sign a form to say they agree to this.

E Professional Development for Teachers, Administrators and other school staff

- 8 Detail your proposed professional development plans for teachers, administrators and other school staff, including:**

- a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities;**

Ongoing planning days will be maintained to identify areas for improvement commensurate with best practice education in this area.

- b) the support and mentoring for any staff that are not registered teachers; and**

Opportunities for Personal development in particular areas the staff member is interested in and has a need in development in.

Staff will attend collaborative seminars which occur frequently through CYF, the collaborative trust and other community information sharing organisations about current research and therapies.

Supervision for each staff member with an independent appropriately skilled practitioner.

Peer supervision with staff between staff to work on challenges and sharing ideas on techniques to support YP.

Weekly Staff meetings and activities for team building and planning of the non classroom activities. Staff trips for reconnoitre of locations and safety planning.

- c) how this will enable the school to meet the needs of priority students.**

Ensure support is provided with relevant information for 180 staff and ability to find further information for our own learning and development. As we believe learning is a lifelong process we understand the importance of continuing our own learning as professionals.

5 BUSINESS PLAN

5.1 Objective:

In this section you need to demonstrate how your school will be managed, and students recruited, accommodated, and funded. You need to assure us that your school will be financially viable within the funding available and has the appropriate capability and capacity to establish and operate a publicly-funded school.

If your organisation is an existing independent school applying to become a PSKH you must show that it has a good track record of financial management and explain any existing issues which could impact on it becoming a PSKH. Please attach this information as an Appendix.

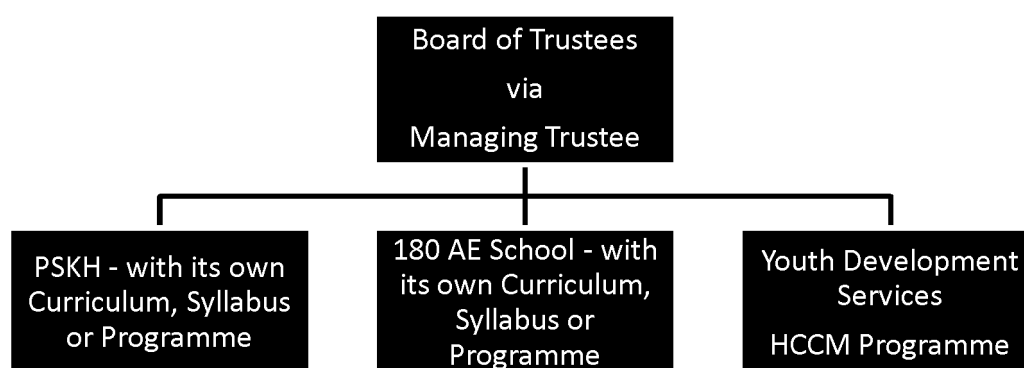
5.2 Questions:

Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:
 - a) Governance;
 - b) Management;
 - c) Administration; and
 - d) Subcontract arrangements (if applicable).

Structure

The Trust currently operates with a Board of Trustees who delegates the day to day management of operations to the Managing Trustee, who is also a member of the Board. There are 7 members on the Board, their profiles are attached as Appendix to this application.

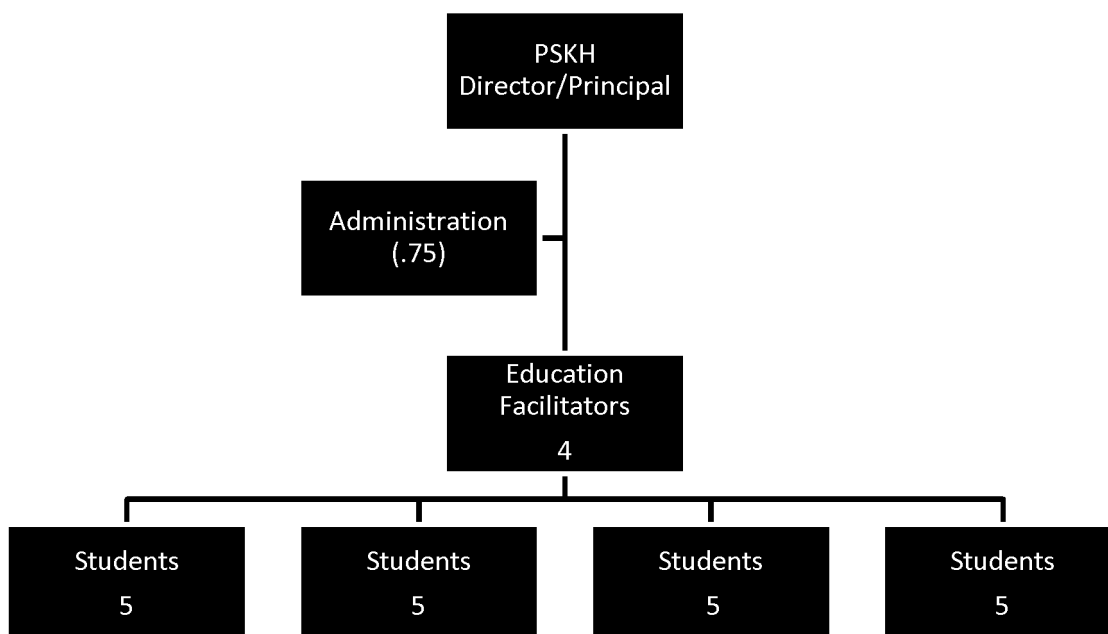


2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this

We will staff each programme, managed by its own Director/Chief Executive reporting to the Managing Trustee as autonomous units. However, the facilities and mentoring capacity of the 180 HCCM is and would be available to the schools. For example, the safety aspects of

outdoor activities are of the utmost importance to the structure and character of the 180 Degrees Trust. To that end we have excellent staff with ample experience and a 100% successful track record for the many expeditions we have run throughout Canterbury. For certain activities outside instructors are contracted. Depth of talent across the 180 staffing spectrum will enable the best outcomes and instruction.

The PSKH structure will be as follows



3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

We will communicate regularly with the families and students in the following ways

- setting Individual Education Plans in conjunction with the student and families at the start of each term
- sending parents texts weekly about overall performance
- sending more detailed reports each term
- twice yearly student celebrations where families are invited to participate
- producing regular newsletters and updates on our website

Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

Draft PSHK School Implementation Overview

Project Name: To establish a 20 student school that caters for those young people already identified as missing out on education due to self-excluding.

Project Manager: Jeremy Nurse, Managing Trustee

Project Sponsor: 180 Degrees Trust

Project Customer: Students

Review Date: TBD

| | | | |
|---|--------------------------|---|---|
| Background of the project: | | 180 Degrees Trust has for some time been frustrated with the constraints of mainstream and alternative education that limits its client's ability to successfully engage and learn. | |
| Objectives | | | |
| | Yes | No | Comments |
| Have project objectives been defined and are they clear? | ✓ | <input type="checkbox"/> | |
| Organisation | | | |
| | Yes | No | Comments |
| Has a project sponsor been identified? | ✓ | <input type="checkbox"/> | 180 Degrees Trust Board |
| Has a project customer been identified who will sign-off the requirement and accept the delivery? | ✓ | <input type="checkbox"/> | 180 Degrees Trust Board |
| Has Project Manager been identified? | ✓ | <input type="checkbox"/> | Managing Trustee |
| Has an Education Specialist been identified? | ✓ | <input type="checkbox"/> | |
| Have Working Group Members been identified? | ✓ | <input type="checkbox"/> | Term of Reference and Memorandum of Understanding to be developed for all Members |
| Application Accepted | | | |
| | Yes | No | Comments |
| Has the Application to operate a partnership school been successful? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Have the outcomes been defined clearly? | <input type="checkbox"/> | <input type="checkbox"/> | |
| Risk | | | |
| | Yes | No | Comments |
| Has Risk been assessed? | ✓ | <input type="checkbox"/> | |
| Risk Management Strategies been defined? | ✓ | <input type="checkbox"/> | |
| Constraints | | | |
| | Yes | No | Comments |
| Has the Project Budget been approved? | <input type="checkbox"/> | <input type="checkbox"/> | To be agreed |
| Has a Project Deadline (Completion Date) been established? | <input type="checkbox"/> | <input type="checkbox"/> | |

Actions

| ID | Action Item | Assigned To | Due By |
|----|--|-----------------------|------------|
| | Acceptance of Application | Ministry of Education | May 2013? |
| | Engage Working Committee Members (WCM) | Managing Trustee | June 2013 |
| | Fully identify the project task and assign resources | WCM | July 2013 |
| | Determine options available for operating facilities and prepare CBA on these Approve | Managing Trustee | July 2013 |
| | Advertise and appoint School Principal | Managing Trustee | Aug – Sept |

| | | | |
|--|--|--------------------|------------|
| | | | 2013 |
| | Advertise and appoint Teaching & Support staff | School Principal | Oct 2013 |
| | Operational policies and procedures are prepared and approved by Board | Managing Trustee | Nov 2013 |
| | Promotion and advertising Enrolments sought | School Principal | Nov 2013 |
| | Open School for Term 1 2014 | Principal/Director | 03/02/2014 |

Part C – Finance

Refer to attached spreadsheet

5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.
6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.
7. Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:
 - a) what you propose this funding will be used to provide; and
 - b) What the nature of the relationship between the school and the funder will be.
8. Describe your proposed:
 - a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;
 - b) provisions for conducting annual audits of the financial operations of the school; and
 - c) types and levels of insurance that you propose as required to operate a PSKH.

Part D – Facilities

We already have an adequate facility, however we will pursue another option that is available to us and determine cost effectiveness of this and any other viable option

9. Describe your proposed facilities covering:
 - a) where you propose the school will be located when it opens;
 - b) the type of property arrangement and the terms of the tenancy (if applicable);
 - c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or
 - d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;
 - e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and
 - f) your financing plans for acquisition and renovation of a facility.
10. Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Part E – Enrolment and School Marketing

Outreach to the community

11. Describe how the school and its program will:

a) be publicised throughout the community;

180 is already renowned for the quality of service it provide young people within Canterbury and wider community.

180 Will maintain yearly publicity throughout the deliverance to approximately 350 people, we will maintain our website and other forms of social media.

Staff are often invited to community groups to inform people of their work – recent examples are; Rural Women's Institute in Fairlie and Hinds; Life Links; Child Youth and Family Christchurch and will maintain these information sharing presentations to other groups in the future.

180 will also provide further pamphlets to distribute throughout the community.

b) how the school will target parents/family/whānau who may not be engaged in their child's learning;

Staff will engage with parents/family/whānau to ensure buy in and support of the programme through regular meetings and sharing of information. Particularly about how well their YP is doing and how we can better work together on challenges the YP has with learning.

c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

Community organisations are important to assisting with the learning and development of our YP and their parents/ families/ whanau, 180 will maintain the relationships we already have with these groups and are frequently developing more. Through the involvement we have with YP in the other two programmes currently operating, we are exposed to other organisations and are enthusiastic about working together.

For a full description refer to section 4.2 SUPPORT FOR LEARNING –Community and Participation.

A. Parent/Family/Whanau/ Community Involvement

d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not applicable.

Future expansion and improvements

Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

| Year Level | Student Numbers | | | | | At Capacity |
|--------------|-----------------|-----------|-----------|-----------|-----------|-------------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | |
| 9 | 2 | 2 | 2 | 2 | 2 | 2 |
| 10 | 5 | 4 | 4 | 4 | 4 | 4 |
| 11 | 6 | 8 | 8 | 8 | 8 | 8 |
| 12 | 6 | 8 | 8 | 8 | 8 | 8 |
| 13 | 1 | 2 | 2 | 2 | 2 | 2 |
| Total | 20 | 24 | 24 | 24 | 24 | 24 |

Part F– Other

Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

Non-property facilities;

- non class room learning and will be included in teaching practices. This will occur in a range of practices that are beneficial for development and learning; for example creating positive relationships with staff and YP; teaching YP who are less able to sit in a class room and learn lesson topics that are able to be transferred from non classroom based learning to classroom based learning; incentives for behaviour management and inspiring motivation.
- A significant culture of 180 is based on environmental care, cultural and societal development which will be worked in lesson plans and experiences provided by the 180 organisation.

The trustees are determined to see the new school embrace e-learning and the use of technology to reignite the desire for learning in YP.

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

6.1.1 Objective:

To provide the evaluators with details that demonstrate your organisation's capability to operate a PSKH; and to show that your enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of the school and ensures the requirements of the Bill are met.

The timeline for registering and enrolling students must allow all students in the target population fair and reasonable opportunity to submit an enrolment application.

6.1.2 Questions:

Part A - Timeline for registering and enrolling

3. *Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.*

We have developed a draft enrolment policy which is attached as Appendix One. We recognise the need to have clear policy that ensures fair access to students.

We have indicated on our draft project plan that we would advertise and seek enrolments in November 2013.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

4. *Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.*

As a Trust we currently operate from an Organisational Policies and Procedures manual. We will develop a specific Policy and Procedures Manual that will cover the specific requirements in the Bill. The relevant policies that we would tailor and develop further are attached as Appendix One

Part C – Grievance Process

5. *Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.*

We will develop a specific Policy and Procedures Manual to address these issues.

6.2 Personnel

6.2.1 Objective:

To provide the evaluators with details of:

- the Applicant's key personnel and/or Partners who will collectively be accountable for the delivery of the outcomes; and
- proposed resources, skills, qualifications and systems that will be used to manage the human resource component of the school.

6.2.2 Questions:

Part A - Key leadership roles

- 1 Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

| | |
|----------------------------|--|
| Principal/Director | Degree, Registered Teacher, Post Graduate Diploma of Teaching/ Bachelor of Teaching and Learning 50% classroom contact |
| Teachers (2) | Teaching qualification/ Degree/ Outdoor Ed 100% classroom contact |
| Education Facilitators (2) | A qualification in an appropriate area, experienced 100% classroom contact |
| Operational staff (2) | These two staff will be 180 instructors already working for our outdoor programmes. They will be available for outdoor programmes and excursions. |
| Administration (.75) | We have estimated a need for administrative support for the school as being a minimum of 30hrs per week or .75 of a FTE. |

2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Vacancies will be advertised nationally and a staff selection panel established. The panel composition will be decided by the Board of Trustees and its composition will include;

- a member of the Board of Trustee or nominated representative as Head
- a member trained in staff selection
- gender balance
- ethnic and cultural awareness

- an understanding of the client group we will work with and the sponsors philosophy

A selection checklist will be developed to determine selection criteria, advertising, shortlisting, interview questions, reference checking etc.

Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).

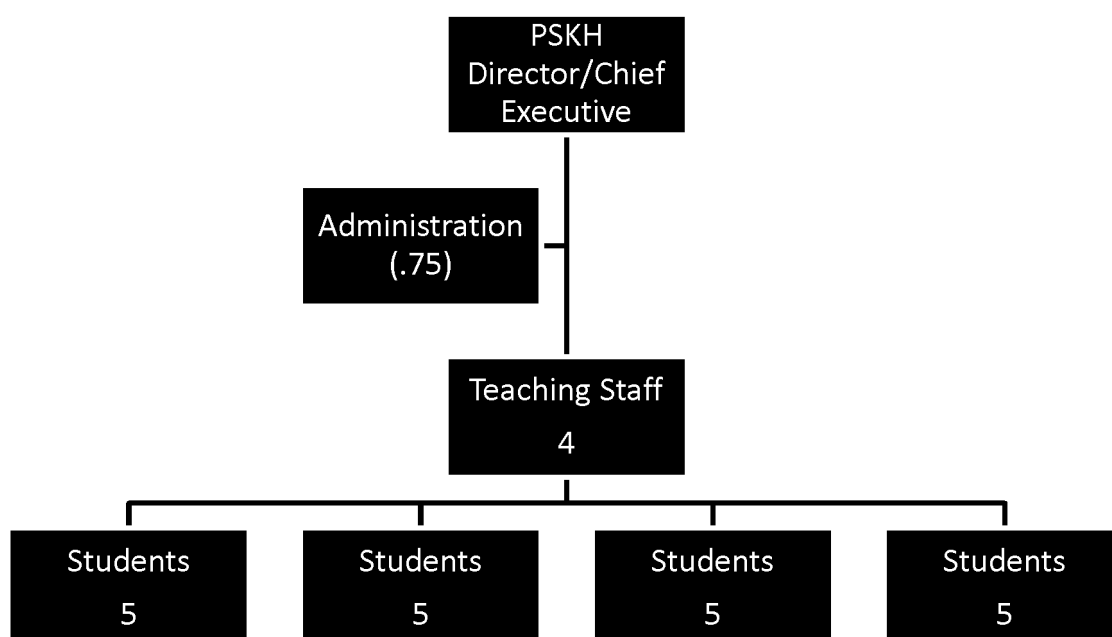
We will start with a minimum 50% to be registered teachers.

4. Describe the employment process that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

As per Part A, point 2 above a selection panel will be established and a checklist used to complete the employment process. Police vetting of all staff and volunteers will be carried out.

Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.



We propose a teacher student ratio of 4.4:1.

The four teaching positions are envisaged as being

Teachers (2) Teaching qualification/ Degree/ Outdoor Ed Cert
 - 100% classroom contact

Education Facilitators (2) May be partially qualified, would be experienced

- 100% classroom contact

In addition we would have access to our 180 degrees staff who have outdoor education training qualifications.

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

We currently have in place policies for employment of staff, contracts and grievance procedures (see attached Appendix One)

We would use these as the basis for our PSHK, but would create a PSHK specific Policies and Procedures Manual.

Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:

- e) the possible roles

180 has a register of individuals who are keen to volunteer their services to us. These range from driving vehicles, teaching music lessons, accompanying us on outdoor excursions, employment support, business mentoring, research projects and many more roles. We believe the more positive people our YP are surrounded by the more they are able to learn and develop.

We see an important role with the PSHK to utilise these resources. Typically we reimburse volunteers for any expenses they incur on our behalf so have included a budget amount to cover this.

- f) how volunteers and/or contractors will be organised to accomplish the school's mission and goals;

Job descriptions that clearly align to the schools mission and goals will be developed.

- g) how they will be identified, vetted and trained.

180 frequently have enquiries from people who would like to volunteer their time. We keep a record of these people and their contact details including relevant skills they have to share.

As per our current policies all volunteers and or contractors are required to undertake police vetting and induction training.

Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

We would employ a Pedagogical Specialist to assist us in the design and assessment of teaching practice reviews.

The Trust has a Performance Appraisal system in place where staff meet annually to review performance, in a structured format. Staff have the opportunity to self-assess their performance and this is shared with the Managing Trustees assessment to ensure a mutually agreed appraisal. Staff are made aware of their rights to review and the channels of communication should they wish to do so.

In addition to this there is external supervision provided monthly as well as internal supervision.

The Managing Trustee meets with all staff monthly to discuss any areas for improvement both with the employee and the employer.

6.3 Legislative and Health & Safety

6.3.1 Objective:

To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.

6.3.2 Questions:

Part A – Health and Safety

- 1 Detail how the school proposes to meet and maintain the required health and safety standards.

As a Trust we have developed comprehensive Organisational Policy and Procedure guidelines. These are integral to how we operate and some of these policies are attached as Appendix One to this document (refer to the relevant policies listed below). We will design specific policy and procedure documents that will take into account our location should we be successful for this application

- 2 Describe your proposed actions to ensure the safety of students and staff at all times.

Please refer to the policies included in Appendix One that demonstrate our commitment to ensuring the safety of both staff and students at all times.

| | |
|-----------------------------|------------|
| Health and Safety | xi – xii |
| Client and Staff Complaints | xiii – xiv |
| Client and Family Rights | xv – xvi |
| Client Safety and Wellbeing | xvii – xix |

We feel that the policies of that the AE School (as determined by the Christchurch Alternative Education Consortium) are not robust enough to implement without review and adjustments so we will tailor a set of school specific documents ensuring that our best practice safety is maintained.

Part B – Records and Information Management

- 3 Describe your proposed systems for:

- h) recording enrolment, attendance and achievement;

We currently operate a database that records all demographical and important information on our students and young people. In addition to that we have good record keeping systems in place to record enrolment, attendance and achievement data. This is evidenced in the statistical analysis of the data we have provided throughout our application.

- i) maintaining school records to provide any information required by the Government.

Refer to our policy and procedure document titled Record Keeping, Privacy and Confidentiality in Appendix One

7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

| Clause number | Detailed explanation of why the clause is unacceptable | Proposed new position that protects the interests of both parties |
|---------------|--|---|
| | | |
| | | |
| | | |

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

8 Assumptions, Risks and Caveats

Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

| Reference | Type (A / R / C) | Subject | Comment |
|-----------|---------------------|---------|---------|
| 1 | | | |
| 2 | | | |

9 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

| Declaration | | |
|---|---|-------------------------|
| Topic | Requirement | Applicant's declaration |
| RFA response: | The Applicant has prepared this application independently to operate a PSKH. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants] | agree / disagree |
| RFA terms: | The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them. | agree / disagree |
| Collection of further information: | The Applicant authorises the evaluators to: <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application. | agree / disagree |
| Objectives and Requirements: | The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period. | agree / disagree |
| Contract terms and conditions: | The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions. | agree / disagree |
| Conflict of interest: | The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person. | agree / disagree |
| Ethics: | The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the | agree / disagree |

| | | |
|--|--|-------------------------|
| | <p>Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p> | |
| Offer validity period: | The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date. | |
| Applicant interview | The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis. | agree / disagree |
| Declaration: | <p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes. <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p> | agree / disagree |
| <p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p> | | |
| Signature: | | |
| Full name: | Jeremy Mark Nurse | |
| Title / position: | Managing Trustee 180 Degrees Trust | |
| Date: | 16 April 2013 | |

10 Applicant Check List

A check list is included below, for your reference only.

| Action Required | | Done |
|--|--|------|
| 1. Submit the Intent to Respond Notification (Application Section 1) to applications@partnershipschoools.education.nz by 5:00 PM Friday 22 nd March 2013 | | |
| 2. Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013 | | |
| 3. Complete all required sections of the application. | | |
| 4. Nominate and provide details on 3 suitable referees | | |
| 5. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 th April 2013 | | |
| | Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled) | |
| | One paper copy of the Excel spread sheet containing your commercial information/financial details | |
| | One CD Rom or memory stick containing an electronic copy of each of the sections of your response | |
| | Applicant declaration of compliance | |