

INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

ATC Military Prep School

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by **1 February 2013**. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac
CHAIR

Partnership Schools |Kura Hourua Working Group

INDICATIVE TIMELINE

The Education Amendment Bill sets out the legal framework for Partnership Schools|Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

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2012	
14 December	Indications of interest
The Partnership Schools Working Group invites indications of interest from potential sponsors.	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools Kura Hourua.	
1 February	Indications of interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to chair@partnershipschools.education.govt.nz .	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information // Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12 - 26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board
Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.	
2 May - 15 May	Preparation of report and advice to Ministers
The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.	
31 May	Decision announced by Minister of Education
The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.	

28 June

Contracts Signed

SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

Proposed School

Name ATC Military Prep School

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name Advance Training Centres Limited

Primary Contact

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name S 9(2)(a) OIA

Mailing Address PO Box 303360, North Harbour, Auckland

Phone: Day S 9(2)(a) OIA

Cell phone: S 9(2)(a) OIA

Email S 9(2)(a) OIA

Fax S 9(2)(a) OIA

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion) Secondary

Proposed location Auckland

Year levels in first year of operation 11 & 12

Year levels at full enrolment

11, 12 & 13.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

We have been operating as a Military Prep School for the past 13 years and have received Government funding for this through TEC to do this. During this time we have seen 3 very clear reasons why we wish to become a Partnership School.

Firstly it is to benefit more students, we have for the past 5 years gained an over 80% success rate with learners who had already dropped out of mainstream schooling. We have often had to turn away up to 400 students a year due to a high demand and a lack of funding and by becoming a partnership school we would be able to accept all applicants without limitations.

Secondly the freedom to choose our curriculum, enforce our rules and run our military prep school in the way we desire. We have already been doing this but due to the way we are funded many of the things we provide for our Military Prep School are outside of our contracted funding. By becoming a partnership school we would have the freedom to invest in areas we feel are important.

Lastly it is because we believe we can do it and do it very well. We are a high quality provider which always strives for excellence in everything we do. These characteristics are what we try to transfer onto our students. We are a results driven company and we provide a unique school with a difference. In many ways we have already been working to the model that has been designed for partnership schools so I feel that rather than starting from scratch we actually already have 13 years of experience. As a proud New Zealander I feel that every one of the young people we educate can now go on to reach their potential for themselves, their families and the country.

Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

To provide a unique structured and disciplined environment that allows students the opportunity to be immersed in a culture of success and achievement. The structured and disciplined approach provides a safe environment for all students so they can concentrate purely on their studies and strive to be the best they can be with no fear.

2. Goals

What are the school's performance goals and how will these be measured?

Qualifications - 80% of enrolled students in Year 11 will achieve their NCEA Level 1

80% of enrolled students in Year 12 will achieve their NCEA Level 2

80% of enrolled students in Year 13 will achieve their NCEA Level 3

All measured through the gaining of the qualifications through NZQA each year.

Attendance - All students will be required to keep their attendance above 80%

This is measured through our morning roll call on parade and the database we keep on each student.

Students who are close to the mark will be contacted as will their parents to help maintain the performance goal.

Occupancy - The School will actively market itself to make sure that whatever number of students it is allocated these will be filled maintaining occupancy of 100%.

This will be measured by the places allocated verses the actual student numbers.

Pathways - We are used to tracking our ex students once they leave us. We will continue to do this to provide information as to how many students enter the New Zealand Defence Force, gain employment or pathway into higher level education.

This is measured by reporting to our database the outcome of each student 2 or 3 months after they leave the school for whatever reason.

Reputation - How we are viewed by the people that fund us, the organisations that assist us, the people that refer students to us and by the parents of the students who attend.

This will be measured by the amount of support by outside agencies either increased or decreased and by the school roll.

Evaluation

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

The student population are likely to enrol at the Military Prep School for one of three reasons.

- 1 – Previous poor achievement at secondary school and they are looking for a second chance to achieve.
- 2 – A specific desire to join the New Zealand Defence Force.
- 3 – They acknowledge that they will perform better in their academic studies if they place themselves in a more structured and disciplined environment.

The likely ages of the students will be 15 – 18.

Figures from our 2012 enrolments show that we are likely to have a roll of 49% Maori, 15% Pacific Island and the rest European.

Their educational needs will all be different due to their prior learning but with the systems we currently use we are confident in producing high completion rates for NCEA Level 1 and 2 initially and Level 3 the following year.

Describe any challenges to learning that the proposed student population may face.

Distance – The vision is that students will travel from all over Auckland to attend. We presently have a student population at our PTE that travel from Helensville and Orewa in the North, Mangere in the South, New Lynn in the West and Pt England in the East to attend. By travelling to attend it can prove difficult with the cost of buses and trains.

An idea to combat this would be to provide a travel allowance that is based on attendance.

Self Confidence – Many students face a lack of self confidence due to previous bad experiences of school through difficulty learning subjects or through social encounters.

To address this we work with smaller class sizes, often 14 to a class. We operate in sections to promote teamwork and so no one student is ever left out and we rotate leadership rolls so everyone gets a chance to grow and experience it. We also have a zero tolerance to many issues such as bullying etc that provide a safe environment for all.

Family Life – with many of our students coming from low socio-economic backgrounds and some having differing attitudes to drugs, alcohol and crime than ourselves promoting our methods and culture can be difficult when they return home to see the opposite.

To overcome this challenge we interact a lot with the parents or caregivers to promote the achievements of the student. We have graduations where all families are invited and we try to encourage the family to support the student and their learning so they can be proud of the student and acknowledge their success.

Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

Our general overview of the teaching programme is that we start every day with a military parade where the students sign themselves in and conduct drill. They then move on to academic classes throughout the morning where they are taught unit standards that gain credits for their choice of NCEA Level 1, 2 or 3. Every afternoon the students form up on parade again before embarking on physical training.

Key teaching practices involve small class sizes, usually around 14 students to a tutor. The ability to remove the physical training aspect of our curriculum for a student if they are struggling academically in any area and give them additional teaching.

We generally also allow the students a little less choice in their curriculum so they can be more direct in their approach for further training or employment.

Assessments are conducted once the teaching of the unit has been finished although many have some practical elements which are observed or recorded during this process. We are used to working to NZQA moderation requirements so every student's work is not only marked but moderated.

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

NCEA Level 1, Level 2 and Level 3 will be taught. Subjects will be those relevant to employers and higher level education providers. The curriculum will focus on Numeracy and Literacy/Maths and English, Defence Force Knowledge, Engineering, Financial Literacy, Science, Physics, Computing, Adventure Based Learning and Physical Education.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

A positive track record for the past 13 years working with this exact demographic. We have developed an educational programme that allows students to work towards their NCEA levels but also involves Military Drill every morning, Adventure based learning to promote team work and problem solving and physical training sessions that are gruelling every day.

The programme is led by a dedicated staff who not only teach in the classroom but are the very same people who are out doing the press ups with them, flipping large tyres and running kilometre after kilometre.

This programme also encourages all involved to be proud of who they are, the school and their academic success. It has a family feel where the graduates from the previous year all come back and pass on their experiences and show the current class what can be achieved.