

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

By participating in parade every morning we not only get to check on attendance straight away but by making them do drill we get their body and mind functioning before going into the academic classes. By limiting their options students can see a clear pathway to their success in NCEA and we document and publish all results so they can track their progress. As mentioned above any students who have difficulty in any area are removed from the physical training aspect of school and given additional help. These methods have allowed us to gain over 80% success rates.

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

The learning environment will be one of structure and discipline.

### Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

### 3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

The demand for the school can be seen by the number of applicants we have for our present programme. We turn away around 400 applicants every year and this is done with very little marketing.

We have also discussed the possibility of becoming a partnership school with many of the schools we interact with through our STAR and Gateway programmes that we run for them as well and found them all supportive.

To summarise I believe with increased marketing demand will only increase and the community is very supportive as they acknowledge the work that we do and the success rates that we have.

What will be your next steps to secure parental support and student enrolments?

A large scale marketing campaign to explain what we do and what we stand for. We have never had to go down this path due to over demand but by not promoting ourselves due to being full it means

there are potentially many people who have never heard of us.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

The first part of engagement would be at our Orientation Days. We run these for every potential student and invite the parents to attend as well. Here all the rules and regulations are explained, the curriculum outlined and our expectations are delivered. It allows both parents and students to not only be informed but to ask as many questions as they would like.

Once a student is enrolled the next example of supporting their learning through the parents would be regarding attendance. As mentioned earlier we wish to attain a minimum attendance rate of 80% for every student. A roll call is contacted at Military parade every morning and those who are not there have their parents contacted immediately. Each section leader forms a relationship with the parents in their section to maintain this attendance and provide a reference point for academic performance and disciplinary matters.

Lastly all parents are invited to attend graduations and all other special events that we run like inter branch activities and ANZAC Day services.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

We have a very strong relationship with Westpac Bank, in fact they have often provided their own staff to help teach and develop resources for the Financial Literacy unit standards that we teach. They have allowed students to visit Westpac Branches and have helped them develop a better understanding of this part of the curriculum. This support has been confirmed to continue if this proposal is successful and further meetings are planned to see just how much further they will support this project.

We also run an annual fundraising event that is supported by a number of high profile companies including Westpac, Russell McVeagh, Deloitte and many others.

ITO sector – many of our recruits are taken on by various ITO's. This is an area we would like to explore and develop as they are very supportive of our supply of young people to them.

### **Evaluation**

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.



## 1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as **Attachment 1**.

### Evaluation

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

## 2. Staffing

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

### Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

## 3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					
	2014	2015	2016	2017	2018	At Capacity
1						
2						

3						
4						
5						
6						
7						
8						
9						
10						
11	98	140	154	154	154	154
12	98	140	154	154	154	154
13		98	112	112	112	112

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

Our expertise lies in teaching NCEA Level 1 and 2 which would be the starting point for a new school. We work in sections usually of 14 students and therefore the numbers reflex those multiples of 14. It is likely that with the required start up in 2014 that we would look only to serve those in Years 11 and 12 and look to grow into Year 13. Once that has been established then the school could be running at capacity within 3 years.

If demand was present and the Ministry also indicated that this would be their desired direction we would definitely look to include Years 9 and 10 in future planning.

#### Evaluation

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

#### 4 Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

For set up we can cope with the existing facilities that we have but for full enrolment a new facility would be required. We require classrooms, an administration area, shower blocks, toilets, a computer lab and a warehouse or concrete area for drill and storage. Playing fields are not required



as we use local parks, roads and beaches for our physical training. All of these facilities can be acquired by leasing or purchasing a commercial building.

Describe how you intend securing these facilities.

The company would lease or purchase the facilities once they have been sourced. We are used to doing this in our present business model.

### Evaluation

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

### 10. BUSINESS PLANNING

Establishing a Partnership School | Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

As a PTE we are used to the financial management of running our business. We are required to report to TEC, NZQA, MSD and Child, Youth and Family about all our financial management data. Having staff involved for the last 13 years gives us great experience and also having our accountant involved since 2000 also allows for an outside voice to assist us.

We would use the help of Westpac Bank with regard to fundraising and development as they are already involved with us in this regard. We would also look to draw in other previous supporters like Russell McVeagh and Deloitte.

Commercial Business Services has done our accounting since 2000 and the Director Kirk Richardson attends Board Meetings. He provides an external voice and sound advice outside of the existing team.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

Areas to explore in partnership are as follows.

Westpac Bank  
 Russell McVeagh  
 Deloitte  
 BCITO  
 ETITO

**PGITO**

All Secondary Schools in the Greater Auckland Region

**Evaluation**

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

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# ADVANCE TRAINING CENTRES LIMITED

School of Business Administration and Computing

North Harbour Branch  
17a William Pickering Drive  
North Harbour, Auckland 0751

PO Box 303 360, North Harbour 0751  
Telephone: (09) 414 6545  
Fax: (09) 414 6577  
e.mail: [admin@advancetraining.co.nz](mailto:admin@advancetraining.co.nz)



## Leadership and Governance

The original board would consist of the following 3 people.

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The board is expected to consist of these 3 people because one of the key reasons we have developed as a company has been the ability to be flexible and make quick decisions. By having 3 very experienced people who have a number of years of input into the company and the running of the military prep school allows us to feel confident this can translate into the new school.

If the Ministry had certain requirements for the board make up we would certainly adhere to those.

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LEADERSHIP	Principal Dean Year 13 Dean Year 12 Dean Year 11			Experience should be in management, teaching or the Military A degree in business, management or education would be preferable
TEACHING	Year 11 2014	Year 11 2015	Year 11 2016	Minimum 2 years in teaching or tutoring required.  A teaching qualification or military background preferred.
– Section Leader	Alpha Bravo Charlie Delta Echo Foxtrot Golf	Alpha Bravo Charlie Delta Echo Foxtrot Golf Hotel India Juliet	Alpha Bravo Charlie Delta Echo Foxtrot Golf Hotel India Juliet Kilo	
	Year 12 same as above			
	Year 13 2014	Year 13 2015	Year 13 2016	
		Alpha Bravo Charlie Delta Echo Foxtrot Golf	Alpha Bravo Charlie Delta Echo Foxtrot Golf Hotel	
SUPPORT STAFF	Operations Manager Accounts Person Nurse PA to Principal Careers Advisor 3 Receptionists			