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# **Request for Application to operate a Partnership School | Kura Hourua opening in 2015.**

## **Part Two - Application Form**

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Submitted By:  
Auckland City Training School  
Equippers School

ISSUE DATE	19 December 2013
CLOSE DATE	11 March 2014 12:00 pm

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# Introduction

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This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

## NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

# 1 Applicant Contact Details

## i. Contact person for this Application

Contact person:	Adrian Schoone			
Position:	General Manager			
Phone number:	[REDACTED]			
Mobile number:	[REDACTED]	s 9(2)(a) OIA		
Email address:	[REDACTED]			
Is the contact person authorised to negotiate?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

## ii. Sponsor Organisation

Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	Auckland City Training School
Trading name: (if different)	Equippers College; Creative Learning Scheme
Name of parent organisation:	Equippers Church
Physical address:	13 – 15 Gladding Road, Manukau, Auckland
Postal address:	PO Box 97024, Manukau 2241
Website:	<a href="http://www.equipperscollege.com">www.equipperscollege.com</a> ; <a href="http://www.cls.org.nz">www.cls.org.nz</a>
Location of head office:	Auckland
Type of entity (legal status):	Charitable Trust
Registered Charity	Yes / No
Charity (or) Company registration #:	CC31571

Country of residence:	NZ	Other _____
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### iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	
Name of organisation:	<div>s 9(2)(a) OIA</div>
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee #2	
Name of organisation:	<div>s 9(2)(a) OIA</div>
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

Referee #3	
Name of organisation:	s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	

## 2 Applicant Profile

### i. Applicant Organisation

- a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

**Response**


~~Yes~~ / No

- b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

**Response**


Sponsor intends to run school / ~~Sponsor intends to subcontract the operation of the school (if the latter, please provide details)~~

### ii. Overview of Applicant's organisation

Type of organisation:	Private Training Establishment <sup>1</sup> , Charitable Trust
Year established:	1996
History:	<p>Auckland City Training School is the education ministry of Equippers Church. The purpose of the trust is to develop people's potential through education, creative arts training and Christian ministry. ACTS trades as Creative Learning Scheme (CLS) and Equippers College.</p> <p> In response to growing numbers of students not attending secondary schools CLS was established in 1997 to provide an alternative education to youths from church who were not attending school. CLS was located in the Mercury Theatre, an asset of the church, where students were taught a secular curriculum of literacy, numeracy, life-skills, and creative arts. In 1999, CLS was showcased in the Education Gazette (Gerritsen 1999)<sup>2</sup> as an early provider of alternative education. Today, CLS is New Zealand's largest single provider of alternative education, with five centres across Auckland</p>

<sup>1</sup> Latest NZQA review: <http://www.nzqa.govt.nz/nqfdocs/provider-reports/9513.pdf>

<sup>2</sup> Gerritsen, J. (1999). An educated alternative. *New Zealand Education Gazette*, (14)

	<p>and one in Masterton, serving over 135 students. In addition to the early work of alternative education, CLS has expanded to cover work these following areas:</p> <ul style="list-style-type: none"> <li>• Since 2003, CLS has held the contract with the Ministry of Education to provide education to the residents at two South Auckland <b>CYF residences: Whakatakapokai (Care and Protection)</b><sup>3</sup>, <b>and Korowai Manaaki (Youth Justice North)</b><sup>4</sup>. There is an annual turn-over of approximately 400 students;</li> <li>• Since 2004, CLS has been providing a <b>Youth Guarantee (Youth Training)</b> programmes to 25 students 16 – 18 year olds in Manuaku, Auckland;</li> <li>• After the Minister of Education closed Felix Donnelly College in 2010, CLS has been providing interim education services to 42 students;</li> <li>• In 2011, CLS began to deliver Incredible Years Parents Programme (for parents and caregivers of children aged 3 – 8 years). CLS is confirmed on the panel of providers for 2014 – 2017. CLS began the parenting programme to provide evidence-based proactive training to parents.</li> </ul> <p>Auckland City Training School also trades as Equippers College, a Christian ministry college which provides certificate and diploma courses. The college is based at the Mercury Theatre, in Auckland City.</p> <p>Auckland City Training School's 'parent company' Equippers Church was established in the mid-1930s, (previously named Auckland City Apostolic Church). Equippers is a multicultural contemporary church that meets in the Auckland CBD, Manukau, Albany, Pukekohe and 17 other locations in New Zealand and the world. Equippers has a long-term commitment to providing education, implicit in its name 'Equippers.' Equippers Churches are involved in various education initiatives in the community that dovetail with the work</p>
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<sup>3</sup> Latest ERO report: <http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/Whakatakapokai-Creative-Learning-Scheme-16-08-2013>

<sup>4</sup> Latest ERO report: <http://www.ero.govt.nz/content/search?SearchText=korowai+manaaki&SearchButton=&searchRadioButton=R> eports

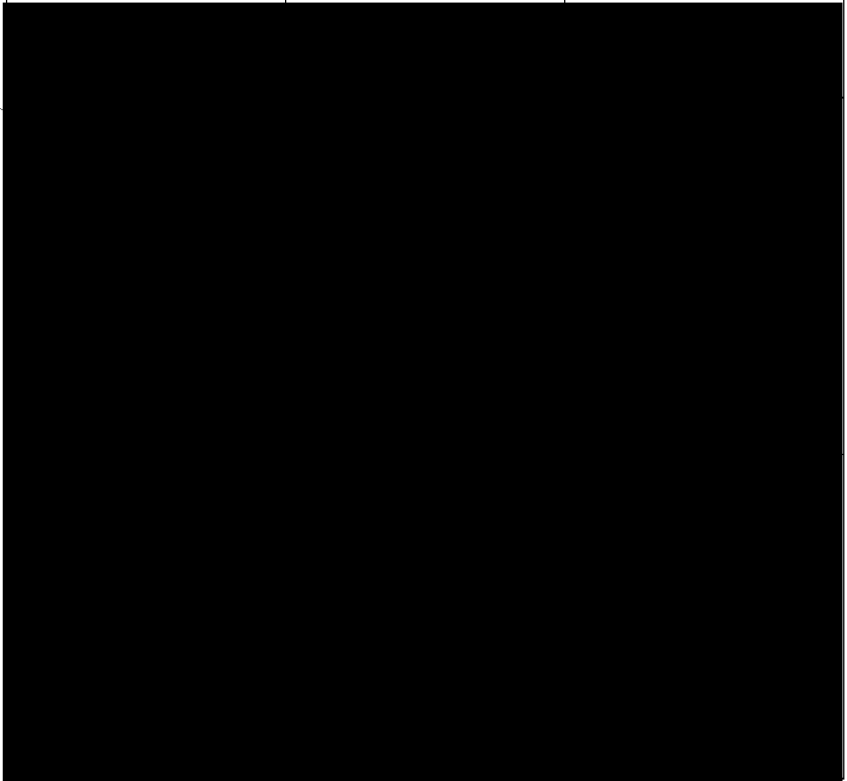
	<p>of Auckland City Training School. These include:</p> <ul style="list-style-type: none"> <li>• A New Zealand-wide schools youth development tour (Revolution tour <a href="http://www.revolutiontour.co.nz">www.revolutiontour.co.nz</a>) which reaches over 10,000 students with an anti bullying message: #stopthebull;</li> <li>• OSCAR funded holiday programmes;</li> <li>• ACTS Community School (<a href="https://www.facebook.com/ACTSCommunitySchool">https://www.facebook.com/ACTSCommunitySchool</a>). Established in 2010 by Equippers Church Tonga, this private community school caters for 150 students, Years 1 – 13, who are taught the curriculum by predominantly New Zealand trained teachers alongside Tongan teachers. The school requires minimal fees from its students to ensure those families living in the surrounding villages can afford to send their children if they wish to.</li> </ul>
<p>s 9(2)(a) OIA</p>	
<p>Summary of experience relevant to your application to operate a Partnership Kura:</p>	<p>Auckland City Training School is experienced with successfully providing quality innovative education services to priority groups through partnering with communities, schools and the Ministry of Education.</p> <p><b>Working innovatively in the area of education</b></p> <p>In much of our work we have had innovate and create learning opportunities outside of the usual education paradigm. This is clearly demonstrated through our work with:</p> <ul style="list-style-type: none"> <li>• Pre school and primary aged students – ACTS Community School Tonga; Mainly Music for pre-school students; OSCAR Holiday programmes;</li> <li>• Secondary education – Alternative education, education for students in CYF care, Secondary school anti-bullying tour and programme;</li> <li>• Tertiary education – Youth guarantees (Creative arts course), Christian ministry courses;</li> <li>• Community/ Adult education – Incredible years parenting, various life skills workshops on topics such as finance and budgeting,</li> </ul>

	<p>pre/post marriage, health and nutrition.</p> <p><b>Working with priority groups in the community</b></p> <p>Auckland City Training school mainly works with students from priority groups throughout its various programmes, of which 85% of students are Maori and Pasifika. Many of these students have special learning needs. Through the Incredible Years Parenting contract, CLS targets priority parents and caregivers of 3 – 8 Year olds.</p> <p><b>Working with Ministry of Education contracts</b></p> <p>Auckland City Training School has a long-standing relationship with the Ministry of Education through CLS. Since 2003 CLS has been managing large-value contracts for the provision of education, which are arrangements not too dissimilar in nature to partnership schools. The systems and personnel of CLS at least on par with mainstream schools. For example, CLS currently employs over 20 registered teachers to teach the New Zealand curriculum, conducts quality student assessments, is a self-reviewing organisation and has well developed staff appraisal systems.</p> <p><b>Organisational capacity</b></p> <p>Auckland City Training School has organisational capacity, in terms of existing infrastructure, knowledge of the education sector and governance to be able to run a successful Partnership Kura.</p>
Total number of staff in NZ:	70
Number of locations in NZ:	2 (Auckland and Masterton)
Overseas locations:	0 (Although Auckland City Training School has very close relations to ACTS Community School Tonga, and Equippers churches around the world.)

### iii. Current business commitments

Business activities:	Auckland City Training School, T/A Creative Learning Scheme and Equippers College
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	Purchaser	Description	Term
	Ministry of Education	Provision of an education service to the children and young people in CYF's residential centres: Care and Protection North and Youth Justice North	1.1.14 – 31.12.16  <b>Previous contracts:</b>  Continuous contracts from October 2003.
	Ministry of Education	Incredible Years Parenting Programme	1.1.14 – 31.12.17  <b>Previous contracts:</b>  Continuous contracts from 2011.
	Otahuhu College	Provision of Education for Felix Donnelly Students	1.1.14 – 4.7.14  <b>Previous contracts:</b>  Continuous contracts from mid- 2010
	Onehunga High School	Alternative Education Services	1.1.14 – 31.12.14  <b>Previous contracts:</b>  Continuous contracts from 2001
	Mount Albert Grammar School	Alternative Education Services	1.1.12 – 31.12.15  <b>Previous contracts:</b>  Continuous contracts from 2001
	Orewa College	Alternative Education Services	1.1.14 – 31.12.15  <b>Previous contracts:</b>  Continuous contracts from 2001
	Makoura College	Alternative Education Services	1.1.13 – 31.12.14  <b>Previous contracts:</b>

<div data-bbox="288 208 518 246" data-label="Text"><p>s 9(2)(b)(ii) OIA</p></div>	<div data-bbox="536 208 1386 987" data-label="Image"></div> <div data-bbox="536 1016 1369 1086" data-label="Text"><p>There are no known limitation or constraints on the organisation being able to deliver against the application requirements.</p></div>
<p>Other Contracts with government</p>	<p>As above</p>

#### iv. Probity

<p>List any pending claims against the organisation:</p>	<p>n/a</p>
<p>List any court judgments or other decisions that have been made against the organisation in the last 6 years:</p>	<p>None</p>

#### v. Proposed Subcontractors


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.

<b>Sub-contractor #1</b>	
Sub-contractor name:	n/a
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

<b>Sub-contractor #2</b>	
Sub-contractor name:	n/a
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

***Copy and add more Tables as required***

**vi. Financial Information**

Current financial status:	<div>s 9(2)(b)(ii) OIA</div> 
Gross revenue:	
Net profit (surplus) and	

Net Assets:	s 9(2)(b)(ii) OIA			
Last audited financial accounts:				
Copy of latest audited accounts attached?	Yes	<input type="checkbox"/>	No	
Copy of latest annual report attached?	Yes		No	<input type="checkbox"/>
Is organisation in dispute with any trade union?	Yes		No	<input type="checkbox"/>

## 3 School Overview

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The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

### i. School Location

Enter the address / location of your proposed Partnership Kura.	13 – 15 Gladding Place, Manukau, Auckland
Do you propose to operate the school at more than one location?  If yes, provide the proposed locations for each of the sites.	No

### ii. Year Groups

List the year groups that your school proposes to serve: **Years 1 - 8**

### iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
100	120	250	10

### iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

#### Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this

version and simply copy and paste the details from that table as a replacement to below.

2. Delete the rows for the year levels that do not apply to the proposed school.

<b>Year</b>	<b>2015 Roll</b>	<b>2016 Roll</b>	<b>% Change</b>	<b>2017 Roll</b>	<b>% Change</b>	<b>2018 Roll</b>	<b>% Change</b>	<b>2019 Roll</b>	<b>% Change</b>
<b>1</b>	10	15	<b>50</b>	20	<b>33</b>	25	<b>25</b>	35	<b>40</b>
<b>2</b>	10	15	<b>50</b>	20	<b>33</b>	25	<b>25</b>	35	<b>40</b>
<b>3</b>	10	15	<b>50</b>	20	<b>33</b>	25	<b>25</b>	35	<b>40</b>
<b>4</b>	10	15	<b>50</b>	20	<b>33</b>	25	<b>25</b>	40	<b>60</b>
<b>5</b>		15	<b>50</b>	20	<b>33</b>	25	<b>25</b>	40	<b>60</b>
<b>6</b>		10		20	<b>100</b>	30	<b>50</b>	40	<b>33</b>
<b>7</b>		15		15		30	<b>100</b>	40	<b>33</b>
<b>8</b>				10		20	<b>100</b>	35	<b>75</b>
<b>Total</b>	50	100	<b>100</b>	145	<b>45</b>	205	<b>41</b>	300	<b>46</b>

## 4 Executive Summary

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1. **Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.**

### **Note**

*An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following;*

- *A compelling 1-2 sentence mission statement that sets out the purpose of your school;*
- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
- *A coherent and concise summary of the school's performance goals and how they will be measured; and*
- *A clear description of the student population/priority goals the school will serve.*

Equippers School, hoping to be established by Auckland City Training School in 2015, will be a full primary school providing progressive and creative education to students in the heart of Manukau city. The students of Equippers School will graduate with high academic achievement, they will be connected to their communities, creative and critical thinkers, global carers, confident learners, confident leaders, and demonstrate Christian values. The school's vision is to develop a learning community that extends to embrace parents, caregivers, teachers and other school staff members, for the purpose of strengthening student achievement.

The school will target the Government's priority groups, with a majority of students being Pasifika or Maori. Students who attend the school will be from lower socio-economic areas of Manukau. The school will also meet the education needs arising from the growing population demands of Manukau city. Equippers School will be well placed to meet this need given its location in the heart of Manukau and the existing and extensive relationships Auckland City Training School has with families in Manukau.

The curriculum at Equippers school will intentionally scaffold students to greater levels of ownership for their learning programmes, with an integrated and inquiry approach to curriculum delivery. The approach centres on four metaphors for learning: Years 1 – 3: Learning is Growing; Years 4 – 6: Learning is a voyage; Years 7 – 8: Learning is a pathway; Community: Learning is for life. Learning at all levels will be supported by appropriate technologies. The school curriculum privileges the arts – making use of students' gifts and talents as a way to learn. To achieve this vision, the school will employ qualified and registered teachers with these skills, and specialist tutors.

The school's performance objectives are based around all students' achieving at or above the National Standards for reading, writing and mathematics. This objective and target are reiterated for Maori and Pasifika students. The school plans to track towards 85% of students achieving these standards over three years. In the interests of monitoring aspects of the schools' unique character, the school wishes to report on performance of learning in the arts and languages and report on the level to which parents and caregivers are

attending learning opportunities. The school will also adopt measures for student engagement, and various financial targets. A range of assessment measures will be implemented to track these performance objectives, such as: standardised literacy and numeracy assessments, school-based assessments, self-reviews by students and families, tracking of attendance and financial reporting.

In five years time Equippers School will be known for improving the academic success of all its students, and notably Pasifika and Maori students. The school will be known for its holistic curriculum and creative arts programmes, the range of quality resources, and the depth of research activity generated from teachers and academics. The school will be a hub of learning for the Manukau community, as parents and caregivers enrol in free learning programmes to help them with their 'next step' in education. The school will also serve as a place where knowledge is exchanged, as students, teachers, parents and caregivers share their experiences and expertise. In five years time the school will look to open its secondary school division, and begin plans for an early childhood centre; continuing to meet the growing demand for education services in Manukau. In ten years time Equippers Schools will open in other 'high need' areas across New Zealand.

From 1996, Auckland City Training School has been working in communities all across Auckland meeting education needs of Maori and Pasifika students who have been alienated from secondary education. While Auckland City Training School is still thoroughly committed to continue providing services to youth; it is also committed to proactive works to ensure students have a good start in education, and that they remain in education. Drawing on the organisation's experiences of working with groups that are vulnerable in the current education system to help conceptualise 'Equippers School', the school will essentially future-proof<sup>5</sup> education for groups of students that are most likely to find learning in schools a challenge.

Equippers School: Creating Champions

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## 5 PURPOSE AND GOALS

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2. Provide a statement of purpose and goals that:
  - a) sets out your distinctive mission and vision, including:
    - i) why you are proposing to open your school;
    - ii) what makes it unique and sets it apart from existing provision; and
    - iii) how it will enable improved student engagement and achievement;

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<sup>5</sup> **Future-proofing** is the process of anticipating the future and developing methods of minimizing the effects of shocks and stresses of future events ([http://en.wikipedia.org/wiki/Future\\_proof](http://en.wikipedia.org/wiki/Future_proof))

- b) defines the schools performance objectives and how these will be achieved and measured;
- c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
- d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

## **Equippers School: Creating Champions**

The purpose of Equippers School is to equip children to become champions through creative education and caring relationships.

Equippers School will be the first urban primary school in the heart of Manukau, Auckland. The school will be established in 2015 to provide Manukau residents with an additional choice for schooling; a school that follows the New Zealand Curriculum using a progressive and creative pedagogy, informed by Christian values.

## **Our unique features**

Equippers school will be unique because of:

- I. The way the learning and teaching works for students
- II. The way the community is involved in learning with the school
- III. The specialist tuition the school offers students
- IV. The values that inform school practice

V. The urban location

## I.) The way learning and teaching works

Teaching at Equippers School will be organised around four metaphors for learning, the first three metaphors relate to the students of the school:

<b>Learning is growing</b>	Years 1 -3	These years in education set the foundation for future education success as children learn the fundamentals of being literate and numerate, and their natural impetus for learning in all areas is nurtured.
<b>Learning is a voyage</b>	Years 4 - 6	Over the course of three years these students 'voyage' to different curriculum learning areas. All learning areas are integrated.
<b>Learning is a pathway</b>	Years 7 - 8	Year 7 and 8 students learning are purely inquiry-based. This is an opportunity for these students to return to places they have journeyed to before to explore further through an inquiry learning process.

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## II. The way the community is involved in learning

This fourth metaphor involves a whole community of learners:

<b>Learning is life</b>	Parents, caregivers, whanau and community, teachers and other school staff	Equippers school's learning community includes parents and caregivers. There is an opportunity for the community to participate in evening classes. Our teachers continue to learn through professional development opportunities and engaging in educational research.
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### III. Specialist Tuition

All out students from years 4 – 8 will have specialist tuition in:

- A musical instrument, or performance and visual arts;
- A sport;
- A language.

### IV. Our Values

The values of Equippers school are consistent with the values of Equippers Church. These values are expressed in the following HEART acronym:

- **Honour.** We honour one another, we honour ourselves, and we honour God;
- **Excel.** We excel in presentation, achievement and attitudes;
- **Advance.** We believe in reflecting and improving, and taking opportunities;
- **Reach-out.** We care about the world we live in, and seek to help others;
- **Together.** We value relationships and community.

### V. Our urban location

Equippers school is in the heart of Manukau city. This urban location makes it ideal for commuting families, providing a quality school for Manukau's burgeoning population.

## Improved Student Engagement and Achievement

This chart demonstrates some of the ways these unique features contribute to improved engagement and achievement.

Unique Feature	How it will improve student engagement and achievement
<b>The way teaching and learning works</b>	<ul style="list-style-type: none"> <li>• Relevant and engaging curriculum delivery which privileges a more kinaesthetic approach to learning</li> <li>• The metaphors results in scaffolding the student to take progressively more ownership of their learning</li> <li>• A low teacher-student ratio to ensure individual attention is given to each learner (Years 1 -3, 1:15; Years 4 – 6, 1:20; Years Y7 – 8, 1:25)</li> <li>• Frequent opportunities for parents and caregivers to engage with their child's learning</li> </ul>
<b>The way the community is involved in learning</b>	<ul style="list-style-type: none"> <li>• The parent and caregiver education classes will support learning at home</li> <li>• Teachers professional development will support their pedagogy to help raise student achievement</li> </ul>
<b>Specialist tuition</b>	<ul style="list-style-type: none"> <li>• Skilled facilitators are used to teach specialist subjects in music, languages, visual arts, and sports</li> <li>• Students passion for learning will grow as their talents are developed</li> </ul>
<b>Our values</b>	<ul style="list-style-type: none"> <li>• The students will learn within a school whose values align with cultural worldview of many Maori and Pasifika families</li> <li>• The students will learn in a school where the staff and students of the school celebrate success together</li> <li>• The students will learn in a school that is safe, respectful, and well resourced</li> </ul>
<b>Location</b>	<ul style="list-style-type: none"> <li>• The school is easily accessible from the Southern motorway, and is close to the Manukau CBD</li> </ul>

## School's performance objectives

**Students are connected to their communities, creative and critical thinkers, global carers, confident learners and leaders**

Objective	How will it be achieved	How it will be measured
<b>Students achieve at or above the National Standards for reading, writing and mathematics</b>  <b>Performance standards to be negotiated. We aim to track to 85% achievement of standards by 2017.</b>	<ul style="list-style-type: none"> <li>Quality literacy and mathematics assessment and teaching</li> <li>Literacy enriched environments</li> <li>Lower student-teacher ratios</li> <li>Specialist support for lower achievers</li> </ul>	<ul style="list-style-type: none"> <li>Assessing students according to the National Standards</li> </ul>
<b>Students achieve at or above the National Curriculum Levels for the Arts and Learning Languages.</b>	<ul style="list-style-type: none"> <li>Quality instruction from teachers and specialist arts and languages tutors</li> <li>Specific timetabling to target learning in these areas</li> <li>Abundance of arts and languages resources</li> </ul>	<ul style="list-style-type: none"> <li>Students assessed according to the New Zealand Curriculum Levels</li> </ul>
<b>The school embraces parents and caregivers in its community of learning.</b>	<ul style="list-style-type: none"> <li>Parents, caregivers and whanau attend parent education opportunities</li> <li>Parents and caregivers contribute their knowledge to the school's learning activities</li> <li>The students use their own communities as a learning context</li> </ul>	<ul style="list-style-type: none"> <li>Monitor attendance of parents and whanau at parent education events</li> <li>Survey parents and whanau to gauge community response to the school and its initiatives</li> </ul>
<b>Maori students enjoy success learning as Maori; achieving</b>	<ul style="list-style-type: none"> <li>As for objective 1.</li> <li>Teachers have high</li> </ul>	<ul style="list-style-type: none"> <li>As for objective 1.</li> </ul>

<b>at or above National Standards for reading, writing and mathematics</b>	<ul style="list-style-type: none"> <li>expectations for Maori educational success</li> <li>Teachers incorporate principles of Ako (two-way reciprocal learning)</li> <li>Resources reflect Maori worldview</li> </ul>	<ul style="list-style-type: none"> <li>Self-review</li> <li>Community evaluation</li> </ul>
<b>Pasifika students enjoy success learning as Pasifika; achieving at or above National Standards for reading, writing and mathematics</b>	<ul style="list-style-type: none"> <li>As for objective 1.</li> <li>Teachers have expectations for Pasifika educational success</li> <li>Teachers incorporate principles of Talanoa (teaching through conversation)</li> <li>Resources reflect Pasifika worldview</li> </ul>	<ul style="list-style-type: none"> <li>As for objective 1.</li> <li>Self-review</li> <li>Community evaluation</li> </ul>
<b>The school maintains high levels of innovation to ensure student engagement and achievement</b>	<ul style="list-style-type: none"> <li>Self review and reflective practice</li> <li>The school engages with educational research to inform practice</li> <li>Teachers engage in educational research</li> </ul>	<ul style="list-style-type: none"> <li>Self review</li> <li>External review from education researcher</li> <li>Results of teachers' inquiries</li> <li>Engagement is 0.004 multiplied by number of days the school is open</li> <li>wellbeing@school annual survey</li> </ul>
<b>The school is effectively led by senior management, and governed by the Board with a focus on improvement of pedagogy, and resources for student achievement</b>	<ul style="list-style-type: none"> <li>Strategic and annual plans</li> <li>Processes of self-review</li> <li>Reporting on achievement</li> </ul>	<ul style="list-style-type: none"> <li>Self review</li> <li>Financial targets monitored</li> </ul>

- Budgets responsive to needs
- 

## **Demographic evidence that demonstrates the need for a new school**

The school will be located in central s 9(2)(b)(ii) OIA This is close to Westfield Shopping centre and access to Southern Motorway. The school will recruit students who live in the Manukau city, Manukau Heights and the Flat Bush area.

s 9(2)(b)(ii) OIA

- Equippers School will be located in the heart of Manukau, a thriving and growing centre in South Auckland. New infrastructure, such as the Manukau train station and AUT university campus highlights the increased activity in the centre. There are no schools in Manukau CBD, the closest schools to the North-West (Puhinui School, Puhinui Road), East (Redoubt North School, Te Irirangi Drive) and South (Everglade School, Everglade Drive).
- Statistical data from the 2006 census shows that the Otara-Papatoetoe local board area, which includes Manukau city, will see a steady increase in the population aged 0-14 years. The projection shows that between 2016 and 2031 there will be an extra 2100 people aged 0 -14.

<http://nzdotstat.stats.govt.nz/wbos/Index.aspx?DataSetCode=TABLECODE2335#>

- This projection from 2006 is conservative given the rapid rise of house prices in Auckland over the past few years, which is pushing people to find alternative accommodation in South Auckland, and the Government and Auckland Council initiative of Special Housing areas. The new housing areas that will be eight minutes commute from Equippers school are the Flat Bush Murphy's Road Housing area, which will see **275 new homes in the next three to four years, and the Flat Bush School Road, which will see 400 new residential sites.**

<http://www.aucklandcouncil.govt.nz/EN/ratesbuildingproperty/housingsupply/Pages/specialhousingareas.aspx>

- In terms of reaching priority groups: In the Otara-Papatoetoe local board area (inclusive of Manukau), the 2012 population showed 46% Pasifika, 25% European, 22% Asian and 18% Maori.

[http://stateofauckland.aucklandcouncil.govt.nz/demographic-report-card/otara-](http://stateofauckland.aucklandcouncil.govt.nz/demographic-report-card/otara-papatoetoe-local-board/)

Auckland		YEAR		2006	2011	2016	2021	2026	2031
		Total all ages	0-14 years	298,200	309,100	317,500	333,400	346,300	361,800
Auckland	Otara-Papatoetoe local board area	Total all ages		76,600	83,400	89,700	96,400	102,900	108,300
		Total all ages	0-14 years	21,200	22,900	23,200	23,900	24,300	25,300

[papatoetoe-local-board/](http://stateofauckland.aucklandcouncil.govt.nz/demographic-report-card/otara-papatoetoe-local-board/)

## Key advantages of our application

- **Auckland City Training School has a proven track record of offering innovative education solutions to Government's priority groups.** Equippers school is drawing intellectual knowledge and business capability from this work. Auckland

City Training School wishes to work in a proactive manner with students through Equippers School.

- Equippers School design is innovative, progressive, and based on students interests, strengths and cultures.
- **Auckland City Training School** has a long-standing positive relationship with the Ministry of Education. The Trust is committed to providing education services for the long term.
- **Auckland City Training School** has intellectual, governance and management capability to run a highly innovative and successful partnership school.
- **Auckland City Training School** has worked in the area of education in with the Manukau community for the past 16 years through Creative Learning Scheme, and since 2011, the Incredible Years Parenting programme. Equippers church, the parent organisation, has a large multicultural congregation in Manukau. The church in Manukau already provides school holiday programmes.
- Equippers school will target education to the parents to help strengthen the school-home relationship and continuity.
- **Auckland City Training School** already has a building that the school can operate from.
- The school will add 300 more student places into the Education Network, helping to relieve the education needs of a burgeoning Manukau city (including Flatbush) population growth.

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## 6 EDUCATIONAL PLAN

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3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please

- a) **explain and provide evidence to support why you have chosen an alternative curriculum; and**
- b) **outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.**

We will be using the New Zealand curriculum.

- 4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.**

Equippers School students will achieve in all areas of the New Zealand curriculum.

**Graduate profile showing learning in all areas of the New Zealand curriculum**

	<b>Connected to community</b>	<b>Creative and critical thinkers</b>	<b>Global carer</b>	<b>Confident learner, confident leaders</b>
<b>English</b>	I can communicate with, and about, my community.	I can use English to express, search for, and debate meaning.	I can search for, and read information about, the world I live in.	I am a confident user of English. I can communicate to lead others.
<b>The Arts</b>	I am familiar with arts of my community. I can use the arts to express myself to others or to enhance the community.	I can play an instrument. I can work with a range of visual and performance-based art forms.	I can participate in art forms from other cultures, both from my community (Maori and Pasifika arts) and the rest of the world.	I am confident in the arts. I can perform and/ or present my works to others.
<b>Languages</b>	I can converse in the languages of my community.	I can use languages other than English to express my identity.	I can converse in an international language. I can understand other cultures through language.	I am confident speaking other languages.
<b>Mathematics and Statistics</b>	I can use mathematics and statistics to understand, and live day-to-day, in my community.	I am a developing entrepreneur.	I understand mathematics and statistics as it relates to geography and issues that affect our world.	I am confident with Maths and Statistics. I can use them to support an argument
<b>Science</b>	I understand the world around me.	I can create experiments to test the world around me	I can engage with global issues.	I am confident with science. I can teach others about how the world around me works.
<b>Technology</b>	I can create ways to improve life in my community.	I can follow a process to explore, research and develop solutions for others.	I am aware of global advances in technology.	I can confidently use technological thinking to solve problems with, and for, others.
<b>Health and Physical Education</b>	I participate in physical activities in the community. I understand how to keep healthy.	I can create ways to increase physical activity for others and myself. I critically evaluate my own health choices	I am aware of the living and health needs of others in the world. I find ways to support children in other countries to have their basic needs met	I am confident in physical activity and sport. I can coach others in a sport or physical pursuit. I am an ambassador for healthy living.
<b>Social Science</b>	I know my community, it's history and cultures	I can critically engage with community issues.	I can critically engage with global issues.	I understand about governance and ways of leading others

## Delivery of the curriculum to Years 1 – 3

Learning is growing.

The composite classes in Years 1 – 3 will focus on equipping students with the foundational learning in literacy and numeracy so they have skills to be able to ‘voyage’ in years 4 – 6. At the same time the natural motivation for learning is encouraged through creativity, exploration and physical activities.

### Curriculum Overview

	Term 1	Term 2	Term 3	Term 4
Skill building	English Mathematics	English Mathematics	English Mathematics	English Mathematics
Learning through movement	Dance Physical Education	Drama Physical Education	Music Physical Education	Visual Arts Physical Education
Foundational learning experiences	Social Science Languages	Health Languages	Technology Languages	Science Languages

English and Mathematics are taught daily. English will have a focus on reading and writing, and Mathematics on numeracy. The arts have a space in each day in the junior classrooms. The learning of Maori, Pacific and international languages are integrated into the themes with a Social Science, Health, Technology or Science focus.

### Years 1 – 3 Timetable

9:00 <b>(15 minute sliding break)</b>	Morning talk: our HEART values <b>INPUT/BREATHE IN:</b> English and Mathematics
11:30	<b>OUTPUT/ BREATHE OUT:</b> Learning by moving/ creating: Physical Education or the Arts
12:30	<b>LUNCH</b>
1:15 – 2:15	<b>INPUT/ BREATHE IN:</b> Foundational skills in Science, Social Science, Technology, Health
2:15 - 3:00	<b>OUTPUT/ BREATHE OUT:</b> Learning by moving/ creating: Physical Education or the Arts

NB: Morning teas occur when the teacher decides the students need a break. This is to minimise interruption of learning flows and make more use of time. Also, the day is

‘rythmic’, therefore kinaesthetic learning is weaved throughout the day with more focussed skill development.

## Delivery of the curriculum to Years 4 – 6

Learning is a voyage.

The metaphor for voyaging resonates with the heritage of Maori and Pasifika voyages across the oceans of the Pacific. Learning in these years is almost completely integrated.

Therefore curriculum subjects are not taught in isolation from each other. Each student has an E-portfolio that is documenting his or her learning voyage. Each ‘voyage’ is an integrated unit that lasts for 4 weeks, with 1 week of reflecting, assessing, ‘unpacking’ and ‘packing’ for the next voyage. Therefore there are eight voyages covered in one year. Over the course of the three years students are in years 4 – 6, they would have completed 24 voyages.

### Curriculum Overview

Term 1	Term 2	Term 3	Term 4
<b>Voyage 1:</b> Social Science (4 weeks + 1 week reflection and assessment) e.g. The Treaty of Waitangi	<b>Voyage 3:</b> Technology e.g. Recycling	<b>Voyage 5:</b> Health and Physical Education e.g. Healthy eating, taking care of ourselves	<b>Voyage 7:</b> Mathematics e.g. Entrepreneurship
<b>Voyage 2:</b> Science e.g. Native plants and animals of New Zealand	<b>Voyage 4:</b> Languages e.g. Languages of the Pacific	<b>Voyage 6:</b> English e.g. Cartooning	<b>Voyage 8:</b> The Arts e.g. The Orchestra
<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition

NB: English, Mathematics and Te Reo learning objectives are integrated into all voyages.

## Years 4 – 6 Timetable

9:00 <b>(15 minute sliding break)</b>	Morning talk: The HEART values <b>Integrated learning unit</b>
12:30	<b>LUNCH</b>
1:15 – 1:45	Physical Education
1:45 – 3PM	Specialist clinics: The Arts, Sports and Languages

In the afternoons students participate in small group tuition to advance their knowledge and skills regarding the Arts, Sports and Languages.

## Delivery of the curriculum to Years 7 – 8

Learning is a pathway.

Now students are equipped with foundational skills in literacy and numeracy and have ‘voyaged’ to all curriculum areas, they are now ready to launch into personal pathway learning. The students follow an inquiry research approach, where the students generate their own topics to research independently or collaboratively. To ensure all curriculum areas are met, students’ research proposals need to demonstrate learning in a range of curriculum areas. Inquiries occur over four weeks, with one week of reflection, assessment and presentation of their inquiries to families and other students. The presentation may take many forms, such as a speech, a science fair, an exhibition or a performance.

The teacher also includes a specific Maths inquiry task for students to work on in tandem with their own inquiry, unless the student can demonstrate that his or her inquiry is making sufficient use of Maths at the National Standard.

### Curriculum Overview

Term 1	Term 2	Term 3	Term 4
<b>Inquiry 1:</b> Social Science +Maths task	<b>Inquiry 3:</b> Technology +Maths task	<b>Inquiry 5:</b> Health and Physical Education +Maths task	<b>Inquiry 7:</b> Mathematics
<b>Inquiry 2:</b> Science +Maths task	<b>Inquiry 4:</b> Languages +Maths task	<b>Inquiry 6:</b> English +Maths task	<b>Inquiry 8:</b> The Arts +Maths task
<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition	<b>Tuition</b> Arts tuition Sports clinic Language tuition

### Years 7-8 Timetable

9:00 <b>(15 minute sliding break)</b>	Morning Talk <b>Inquiry learning</b>  The teacher holds seminars for specific teaching input. The teacher holds conferencing with each student.
12:30	<b>LUNCH</b>
1:15 – 1:45	Physical Education
1:45 – 3:00PM	Specialist clinics: Arts, Sports and Lanugages
3:00 – 4:30PM	Classrooms remain open as a homework centre

### NOTES

- All students have their own desktop computer, with monitored internet connectivity. All students will be taught how to touch-type.
- Seminars:** While the students work independently on their inquiry the teacher holds seminars the students can choose to attend or may be directed to attend by the teacher. The teacher targets specific skills, e.g. adding fractions; using Google to search; presentation skills. At the beginning of the week the teacher posts the seminars for student to enrol in for the week.

- **Conferencing:** The teacher conferences weekly with individuals and groups of students to ensure they are progressing with their inquiries.

## Notes on Tuition and Education Outside the Classroom

- Tuition in the Arts, Languages and Sports will be timetabled across the year. All students in Years 4 – 8 will be cross-grouped according to the students' skill level in each of these areas. This will foster greater levels of collaboration between the age groups.
- Teachers who have skills in these areas will offer tuition along with contracted experts.
- **Education Outside the Classroom (EOTC):** Each term there are two compulsory EOTC events. Other EOTC may occur according to the curriculum objectives. The two EOTC events will be: **SERVICE LEARNING** – The students will be involved in age-appropriate service to the Manukau community. **TIME IN NATURE** – Once a term all students will spend up to one day 'in nature' (e.g. a farm, gardens, the rocky shore, bush walks). These two concepts are supported by Walsh's<sup>6</sup> 'Therapeutic Life Changes' theory – which promotes positive mental health.

### 5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

As per response given on page 19 of this proposal: 'Improved Student Engagement and Achievement', the way the curriculum is delivered progressively gives students more ownership of their learning. The curriculum on offer is holistic and kinaesthetic.

### 6. Provide a full list of the qualifications that your school will offer (if applicable).

None to students.

In the parent education programme, within the next five years, Auckland City Training School (NZQA Accredited) will offer free NCEA literacy to the community.

### 7. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the

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<sup>6</sup> Walsh, R. (2011, January 17). Lifestyle and Mental Health. American Psychologist. Advance online publication. doi: 10.1037/a0021769

**curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible..**

After one year at school	<p>We are confident students in years 1 – 3 will be able to achieve National Standards because:</p> <ul style="list-style-type: none"> <li>• There will be a sustained focus on teaching early literacy and numeracy skills every morning;</li> <li>• The school will have a wide range of readers, and supplementary reading material to support reading;</li> <li>• During the foundation year of Equippers school all teaching staff are undertaking National Standards professional development;</li> <li>• There is a low teacher – student ratio to allow for greater 1:1 and small group teaching (Ratio 1:15);</li> <li>• The school uses English and Mathematics assessment tools to self-review and monitor progress;</li> <li>• Our parents will be fully informed of how National Standards work, and how they can support their child.</li> </ul>
After two years at school	
After three years at school	
<b>By the end of year 4</b>	<p>We are confident students in years 4 – 6 will be able to achieve National Standards because:</p> <ul style="list-style-type: none"> <li>• For the reasons stated above, and;</li> <li>• The integrated curriculum speaks directly to the aim of National Standard in reading (Year 6): <i>“Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum”;</i></li> <li>• The integrated nature of curriculum supports students to (Year 6): <i>“...write for a range of different purposes on topics and themes across the curriculum at this level, applying a process appropriate to the task and drawing on knowledge, skills, and attitudes that will help them achieve their purpose.”</i></li> </ul>
<b>By the end of year 5</b>	
<b>By the end of year 6</b>	
<b>By the end of year 7</b>	<p>We are confident students in years 7 – 8 will be able to achieve National Standards because:</p> <ul style="list-style-type: none"> <li>• For the reasons stated above, and;</li> <li>• The inquiry model is suited to the National Standard demands of students in years 7 – 8 for reading as: <i>“students will locate, evaluate, and synthesise information and ideas within and across the</i></li> </ul>
<b>By the end of year 8</b>	

*curriculum”, as well as involving students in “generating their own questions”..;*

- The inquiry model is suited to the demands of the writing standard because “students will use their writing to think about, record, and communicate experiences, ideas and information to meet specific purposes across the curriculum”;
- In Year 7 and 8 the teacher gives the students a particular maths inquiry task in addition to students’ individual inquiries. This is to ensure enough attention is given to Mathematics learning.

Equippers School will also adopt the use of National Standards self-review tools as described below:

*The self-review tools support teachers, in-school leaders, and boards of trustees to use the National Standards for reading, writing, and mathematics to improve students’ learning and achievement within The New Zealand Curriculum (NZC).*

*The tools focus on improving outcomes for all students and give particular attention to those at risk of not being able to fully access the NZC over time.*

<http://nzcurriculum.tki.org.nz/National-Standards/Self-review-tools>

**8. If you plan on targeting Māori students, outline your plans for:**

- a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori  
[www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx](http://www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx); and
- b) supporting Māori language in education: delivering strong, co-ordinated effort and investment  
[www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx](http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx))

## Achieving success for Māori in education at Equippers School and Supporting Māori language education at Equippers School

	Strategies
<b>Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success</b>	<p><b>Learning is growing Years 1 – 3</b></p> <ul style="list-style-type: none"> <li>• In learning through movement and creativity timetable blocks – Māori Arts will be used weekly in one of these sessions;</li> <li>• Māori Language is used by teachers in classroom protocols, and Māori vocabulary integrated into the learning in theme areas.</li> </ul> <p><b>Learning is a voyage Years 4 – 6</b></p> <ul style="list-style-type: none"> <li>• The voyage metaphor resonates with voyages Māori ancestors made across the oceans to Aotearoa. This link will be made explicit to students;</li> <li>• Within each yearly cycle of eight voyages, one voyage will be directly related to Māori culture;</li> <li>• Māori language will be taught in language tuition sessions.</li> </ul> <p><b>Learning is a pathway Years 7 – 8</b></p> <ul style="list-style-type: none"> <li>• Inquiry learning supports the concept of Māori self-determination;</li> <li>• Māori students will be encouraged to use inquiry learning to explore aspects of their culture. Students could choose to inquire through a Māori worldview;</li> <li>• Students will be given tuition in Māori language.</li> </ul>
<b>Know their potential and feel supported to set goals and take action to enjoy success</b>	<ul style="list-style-type: none"> <li>• There are high expectations for achievement which are made explicit to students and parents, and link with the National Standards;</li> <li>• All students set goals for learning, and the level of empowerment for learning and setting goals increases through the three learning metaphors.</li> </ul>
<b>Have experienced teaching and learning that relevant, engaging, rewarding and positive</b>	<ul style="list-style-type: none"> <li>• Teachers and specialist tutors embody the HEART values of the school. Staff members who work in the school are qualified and:             <ol style="list-style-type: none"> <li>I. Want to make a difference</li> <li>II. Care like a parent</li> <li>III. Treat students as whole and connected</li> <li>IV. Are agents of hope</li> <li>V. Are creative and intuitive</li> </ol> </li> <li>• Reciprocal and collaborative teaching approaches are used.</li> </ul>

**Have gained the skills, knowledge and qualifications they need to achieve success in to ao Maori, New Zealand and the wider world**

**Corporate**

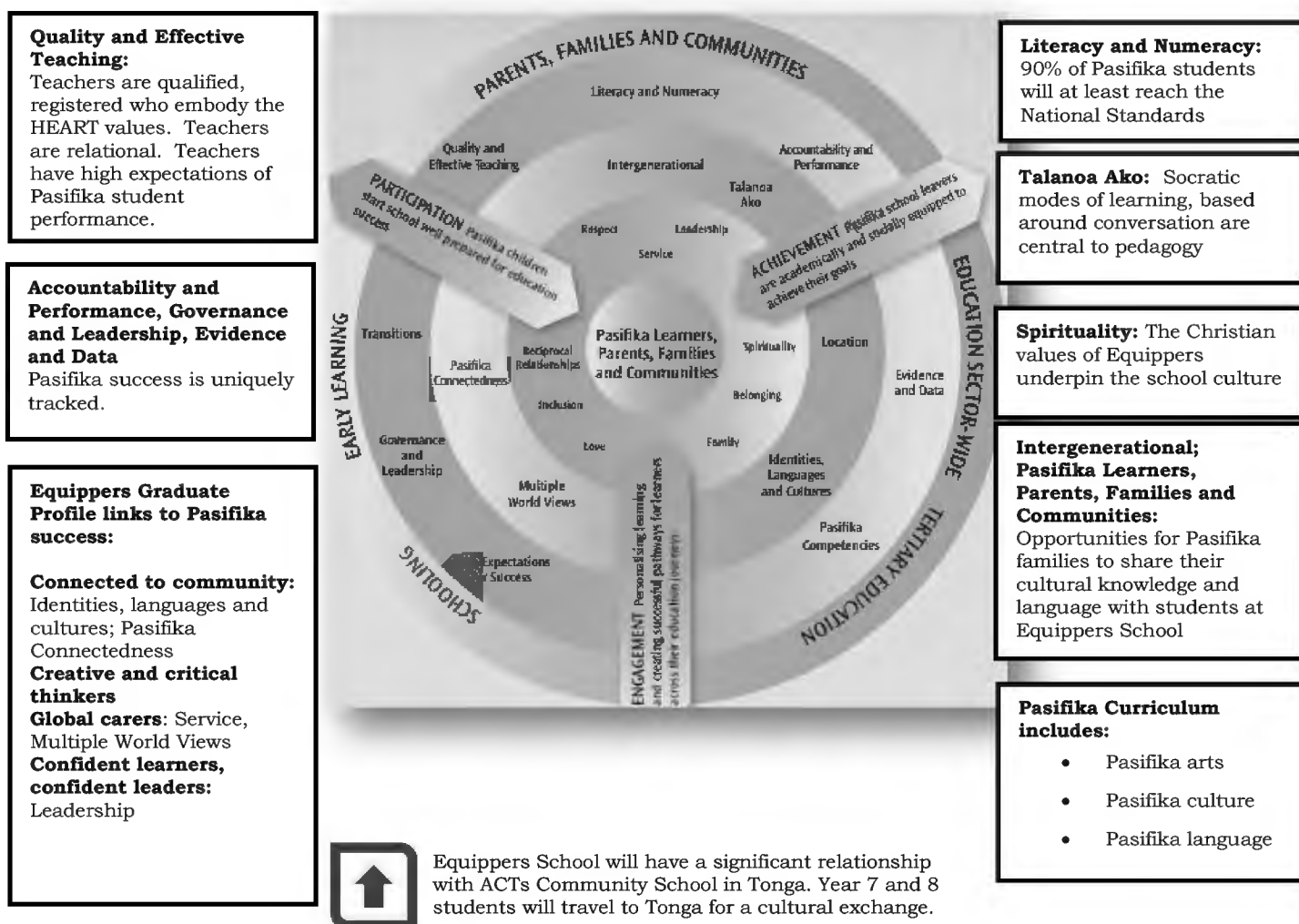
- Māori students at least achieve the National Standards for Reading, Writing and Mathematics;
- Māori students are connected to their community, achieve at National Standards, and are also 'global carers.'

**9. If you plan on targeting Pasifika students, outline your:**

- a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon [www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx](http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx) ;**
- b) how the school will build its own Pasifika capability; and**
- c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success**

## Plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon at Equippers School

Vision of the Pasifika plan: Pasifika Success will be characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas.



### 10. Outline how you will ensure an inclusive environment for students with special education needs, including:

- how the school will demonstrate inclusive practices;
- how the school will build its capability to address the needs of students with special education needs; and
- how partnerships with parents with students with special education needs are used to achieve education success.

Equippers School will be intentionally inclusive. We see inclusive practice as a core value reflected in our HEART value 'to honour.' We acknowledge that some students have learning and social needs that require targeted support. We seek to honor diversity and the special needs of our students by:

- Reflecting students culture, heritages and languages in the curriculum and physical environment;
- Intentionally monitoring the climate of the school through the implementation of a school climate survey, such as Wellbeing@School survey and review cycle, <http://www.wellbeingatschool.org.nz/ws-surveystools>;
- Having an 'open door' policy for the community;
- Having high expectations of all students;
- Having quality learning and teaching;
- Having a daily morning talks with students to build a collaborative team environment and address issues as a community of learners;
- Appointing a student council.

**In terms of building capability to address students with special needs, and work with families and caregivers Equippers School will:**

- Ensure the school has access to information from other schools and/ or implement diagnostic assessments in order to identify students with special needs;
- Work with families and caregivers to access external supports for students with special needs, in conjunction with the Ministry of Education;
- Honour the knowledge parents and caregivers have about their child's special needs, and incorporate this knowledge into plans;
- Adapt the learning environment to make it suitable for students with special needs;
- Implement fortnightly 'special needs meetings' to ensure there is adequate focus on meeting the individual needs of students; parents and caregivers are welcome to attend these meetings;
- Implement strategic interventions for special needs students, to ensure students are scaffolded appropriately for success in the curriculum;
- Seek innovative solutions to meet the diverse needs of special needs learners.

11. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

n/a

12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

n/a

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:
- how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
  - how assessment and/or aromatawai will be used to tailor instruction.

## ASSESSMENT AT EQUIPPERS SCHOOL

Common practices of assessment at Equippers School will include:

- Learning Intentions
- Success Criteria
- Feedback and Feed Forward
- Self assessment and goal setting

### Assessment across the curriculum

Curriculum areas	Sub-areas	Tools	Formative approaches
English	Reading	Running records STAR Year 3 upwards	Years 1 – 3: Paper portfolios Years 4 – 8: E-portfolios

	Written Language	New Zealand Curriculum Exemplars, written language Supplementary Spelling Assessments (SSpA), Year 4 and above	Student self evaluation
	Visual Language	New Zealand Curriculum Exemplars, visual language	
	Oral Language	PAT Listening Comprehension Year 3 upwards	
Mathematics and Statistics	Number	GloSS IKAN – Years 3 upwards NumPA – as required	
	Strands	e-asttle Years 5 upwards	
Health and Physical Education		New Zealand Curriculum Exemplars – Health and Physical Education	
Social Science		New Zealand Curriculum Exemplars – Social Studies	
The Arts		New Zealand Curriculum Exemplars – The Arts	
Science		New Zealand Curriculum Exemplars – Science	
Languages		School based assessments	

- Assessment data will be used to inform strategies in the School's Annual plan to ensure that key performance indicators are met
- The school will continually use assessment data to track and plan for improvement
- Assessment data will be tracked using appropriate IT support

### Parent Reporting cycle at the school

Term 1	Term 2	Term 3	Term 4
Meet the teachers BBQ	Written reports	Parent/ teacher conferencing	Written reports

End of term written  
report, and  
conferencing with  
parents and  
caregivers

Junior portfolios go  
home

Junior portfolios go  
home

Junior portfolios go  
home

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**Throughout the year**

- Ongoing student presentations from Y 7 – 8, presenting their work from inquiry learning – 2 per school term;
  - Ongoing access for parents and caregivers to student E-portfolios, Y 4 – 8.
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**14. Explain how your school will:**

- a) work with students, parents, families/whānau and community to promote high attendance levels**

**Equippers school promotes high attendance levels by:**

- An engaging, innovative curriculum;
- Clear communication on attendance expectations at admissions interviews;
- Quick-response to unexplained absences;
- Working with families on solutions;
- Working with families on transport options;

- b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations**

**Equippers school will strengthen family-school partnerships by:**

- Having 'open day' bbqs and other non-threatening opportunities to engage with the school;

- Parents and caregivers having opportunities to volunteer their expertise, such as in sporting or cultural skills, to support learning activities;
- The school establishing facebook, twitter feeds and texts to inform parents and caregivers of key school events and notices;
- The school running termly parent-education classes;
- Parents and caregivers being invited to Year 7 and 8s' presentations from their inquiry learning projects;
- The school having an 'open door policy'; this is aided by the visibility of the school principal and other senior managers and teachers;
- The school inviting parents to fill out their own evaluations of the school;
- Parent-teacher interviews;
- Student led evaluation of academic and arts progress – student highlights goals and steps towards achieving goals;
- By inviting parents to all school events, such as performances, sports-days, and education outside the classroom experiences.

**c) 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**

- Currently Auckland City Training school provides Incredible Years Programmes. Information regarding this programme will be given to parents and caregivers;
- Written reports that go home will detail some steps as to how students' learning can be enhanced at home;
- Our voluntary parent –education programme 'Learning is Life' is a free termly event held on an evening at the school. The draft programme:

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**Term 1, 2015****Term 2****Term 3****Term 4**

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<b>Years 1 – 3:</b>	Parenting skills	Nutrition and Diet	Relationships, conflict management and counselling skills
<b>Reading at home with my child</b>			
<b>All:</b>	ESOL for parents and caregivers		
<b>Understanding National Standards</b>			
<b>Term 1, 2016</b>	Term 2	Term 3	Term 4
<b>Relaxation and Stress management</b>	Communication technology for 21 <sup>st</sup> century learners	Budgeting and finance	Goal setting, career development planning

- Our goal in the next five years is to provide free NZQA learning opportunities to parents and caregivers.

**d) communicate with parents/families/whānau and community concerning the school's progress and achievements**

- Information evenings;
- Parent/ Caregiver interviews;
- Website, facebook, twitter, text;
- Annual report sent to parents;
- Students written reports, paper and e-portfolios.

**15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.**

- **Health providers:** Equippers School will aim to build a collaborative relationship with Manukau health providers, to support the health needs of students and their families.
- **Auckland Council (Manukau):** Equippers School, which will be the first urban school in Manukau, will develop a profile with the Manukau Council ward. This may include

discussion regarding use of Manukau recreation facilities to support curriculum learning.

- **Local Kaumatua:** Equippers School intends to develop relationships with local Kaumatua, to provide advice on Tikanga and Te Reo.
- **Education Researchers (such as COMET):** To assist with evaluation of learning programmes in the school.
- **Local artists and musicians:** To provide tuition to students.

**16. Outline 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.**



**SENZ Charitable Trust:** We wish to build on Auckland City Training school's existing relationship with SENZ for the benefit of Equippers School students and families. SENZ provides employment and training services and also trains people in sports education and coaching. We envisage that SENZ could assist with parent education classes regarding career development. SENZ can also provide sports coaches to support the physical education programme of the school.



**Equippers Church Manukau:** Equippers is the 'parent company' of Equippers School. Equippers Manukau church has a growing congregation, with over 400 regular attenders; 80% of the congregation are Maori and Pasifika. Equippers Church works proactively serving the Manukau community and therefore the church will be able to advertise the school. Equippers Church Trust also operates holiday programmes which the school students could access. Equippers is also able to make the Mercury Theatre, an asset of Equippers Church, available to support the arts programme of the school.



**ACTS Community School Tonga:** Equippers School will have relationship with ACTS Community School in Tonga. This collaboration will result in a richer Pasifika flavour to Equippers School Auckland. This will include students building relationships with ACTS community school students for projects, and an annual visit by Year 7 and 8 students to Tonga.

**17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.**

- We are keen to employ **swimming instructors** to run our swimming programme. We believe that all children in New Zealand should learn to swim, and believe that trained swimming instructors are the best way to do this;
- Likewise, we are keen to employ **music tutors** to provide tuition in instruments, and artists to assist with visual and performing arts.

**18. Explain and provide evidence to support your proposed school calendar setting out:**

**a) the daily hours of operation;**

- 5 hours of education daily, 9am – 3pm;
- The school is open from 3pm – 5pm as a homework centre for Year 7 – 8, there will be staff supervision for the homework centre.

**b) indicative student timetables; and**

- Please see timetables in curriculum overview question 4.

**c) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.**

- The school will operate a four term year which aligns with the dates for state primary schools;
- Professional Development for teachers occurs in staff meetings after instruction hours, call-back days in the school term breaks, and staff will be able to access professional development during instruction time.

Terms 1 - 4			
	Y1 – 3	Y4 – 6	Y 7 – 8
Instruction and Assessment	Ongoing assessment Portfolios	Ongoing assessment E-Portfolios Assessment Week, Weeks 4 and 8	E-Portfolios Assessment Week and reporting to whanau Weeks 4 and 8
<b>Independent Study</b>	Developmental Learning throughout the timetable	Independent work scaffolded throughout integrated units	Inquiry learning and Homework centre
Parent-teacher conferences	Refer to reporting cycle question 13. Parent-teacher conferences outside of this formal cycle can be made anytime throughout the year. The conferencing time will occur during student tuition time in Years 4 – 8.		
<b>Extra-curricular activities</b>	EOTC: Time in Nature and Service Learning occurs termly	Specialist tuition occurs in the afternoons from 1:45 – 3:00 pm	Specialist tuition occurs in the afternoons from 1:45 – 3:00 pm

**19. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.**

**“Education is the process in which we discover that learning adds quality to our lives.”** William Glasser.

The schools' philosophy and methodology regarding student behaviour will be largely based on Choice Theory (William Glasser). His vision is schools without coercion; this is a school where students see education as inherently valuable to their lives. Glasser describes a quality school in this way:

In a quality school, where students are led instead of bossed, they acquire a lot of knowledge by using what they learn, and they retain it. We need more quality schools if we are to reduce the increasing costly gap between the have and the havenots in society.<sup>7</sup>

For our education to be included in a student's quality world five basic needs are required to be met:

**Love and Belonging:** Do the students feel cared for in this school? Are there quality relationships?

**Security:** Is the school environment culturally and emotionally safe? Is the physical environment safe?

**Power:** Are students achieving? Are the students' gifts and talents being developed?

**Freedom:** Do students have choice about what they are learning?

**Fun and learning:** Is there joy in the school? Is learning fun?

Equippers School will intentionally support the development of what Glasser describes as the seven caring habits as opposed to the deadly habits as shown in the table below:

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<sup>7</sup> Glasser, W. (1998). Choice Theory: A new psychology of personal freedom. Harper Perennial: New York. Pg. 239

7 Caring Habits	7 Deadly Habits	What this means for our school
<b>Supporting</b>	Criticising	All staff members use positive reinforcement
<b>Encouraging</b>	Blaming	Teachers use feedback and feedforward
<b>Listening</b>	Complaining	Teachers have high expectations for student achievement
<b>Accepting</b>	Nagging	Students are taught to work collaboratively
<b>Trusting</b>	Threatening	The school is explicit about 'creating champions'
<b>Respecting</b>	Punishing	Pro-social behaviour is encouraged
<b>Negotiating differences</b>	Bribing, rewarding to control	There are forums for listening to each other, kanohi ki kanohi
		Student differences, unique talents, and special needs are accepted
		Student and teachers are taught to manage conflict

### Our behaviour management guidelines:

1. All students are worked with respectfully;
2. Parents and caregivers are fully informed regarding their child's behaviour;
3. The school aims that its students will behave from an internal locus of control: 'want to' rather than 'have to.' Therefore over the course of the years at Equippers School teachers are encouraged to use less external control techniques (such as a point system);
4. Every class negotiates its own rules for working together;
5. Every class has a daily morning talk where students are free to discuss issues, and differences are negotiated;
6. Thinking-space is used when students need time to consider their actions;
7. Documentation is kept regarding student behaviour. This data may be used to help with referrals for special education assistance;
8. For ongoing or serious misconduct restorative practices are used, in line with MacFarlane's Hui Whakatikia model (see Berryman and Bateman 2008)<sup>8</sup>.

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<sup>8</sup>Levy, M., Nikora, L.W., MastersAwatere, B., Rua, M.R., Waitoki, W. (2008). Claiming Spaces: Proceedings of the 2007 National Maori and Pacific Psychologies Symposium, 23-24 November, Hamilton. Hamilton: Maori and Psychology Research Unit.

**20. Set out 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 1989 and any other applicable Acts).**

Auckland City Training School has a robust Health and Safety policy. This policy will be adopted by Equippers School. The objectives of our policy are to:

- Provide a safe workplace;
- Provide safe facilities and systems of work;
- Implement Occupational Health and Safety Policies and Procedures;
- Ensure compliance with legislative requirements and standards;
- Provide everyone with the correct clothing or equipment for their safety;
- Provide training for everybody for their safety;
- Provide support that will assist everybody in maintaining their psychological and physical health.

**General safety rules:**

1. Know and observe all health and safety policies and rules located in the handbook or on the intranet. These may be updated from time to time.
2. Take responsibility for your own health and safety by not doing anything that may endanger your own health and safety of anyone else.
3. Report all potential hazards and incidents to the Health & Safety Representative who will work with you to resolve the incident or hazard and direct you to fill out a Hazard or Incident Form.
4. No smoking, non-prescribed drugs or alcohol consumption on Auckland City Training School property including vehicles. This will be all property that is owned and operated by the Auckland City Training School where boundaries will be determined either by fences or where the Health and Safety Representative will dictate.
5. If you are on any medication that you suspect may affect your ability to perform your assigned duties in a safe manner, you should inform the manager of your site.
6. Know and observe details of emergency response and evacuation plans.
7. All work at heights must have the permission of the Health & Safety Representative before commencement. Do not undertake work for which you are not qualified or trained (e.g. electrical maintenance). The Health & Safety Representative may ask for a proof of qualification or full licence.
8. Keep work areas neat and tidy at all times and where necessary remove tools and equipment that when left unattended may lead to harm. If required to lift any items likely to cause injury, seek assistance before proceeding.
9. What may be considered as a bit of fun at work can cause serious harm causing injury or death. Be cautious of how your actions will affect the safety of other's and yourselves.

## Health and Safety Processes:

We have procedures in place relating to the following areas:

Health and safety personnel	Location of fire extinguishers	Location of first aid kits	Location of Hazard Register, Forms and Handbook	Hazard Identification and Management Process
Hazard register and incident registers	Work related incidents process	Refusal to work on safety grounds procedure	Induction checklist	Education outside the Classroom procedures
Manual handling and lifting process	Working at heights process	Occupational health and controls procedure	Stress and fatigue management techniques	Harassment procedure
Contractors, visitors and volunteers safety processes	General emergency procedures	Review procedures and health and safety meetings		

### 21. 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

The professional learning and development programme will be linked to the School Charter and annual plan. Most professional development opportunities are focused corporately to raise student achievement in identified areas. Staff members identify areas for teacher inquiry and improvement that link their appraisal developmental objectives and action plan with the school's annual plan.

All staff complete a performance appraisal which follows an annual schedule of tasks for Terms 1 - 4 which include activities such as: self evaluation against Registered Teachers Criteria (RTC), review of action plan, planning checks, formal observations and regular entries in individual professional journal related to teaching as inquiry.

**b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)**

Non registered teachers are required to undertake a performance appraisal which follows an annual schedule of tasks for Terms 1 - 4 which include activities such as: self evaluation against RTC, review of action plan, planning checks, formal observations and regular entries in individual professional journal related to teaching as inquiry.

The professional learning and development programme for this group is the same as teachers and linked to the School Charter and annual plan. Most professional development opportunities are focused corporately to raise student achievement in identified areas. Staff members identify areas for teacher inquiry and improvement that link their Appraisal developmental objectives and action plan with the school's annual plan.

**c) how your proposed programme of professional development will enable the school to meet the needs of priority students.**

Focus is given to Pasifika and Maori students and all students working below their chronological ages for reading, writing and numeracy and in line with the goals and targets of Ka Hikitia and Pasifika Education Plan.

Professional development is focused on targeted learning of identified students and pedagogical practices and planning that will raise teaching staff capability, engage students, promote success and develop their potential.

Staff members also complete PD opportunities that will assist in developing and strengthening their cultural competences with reference to the values of Tataiako.

Targets will be set in Numeracy and Literacy as a part of these curriculum-learning areas and annual action plans.

Professional learning group (PLG) conversations will be a regular feature of this learning environment.

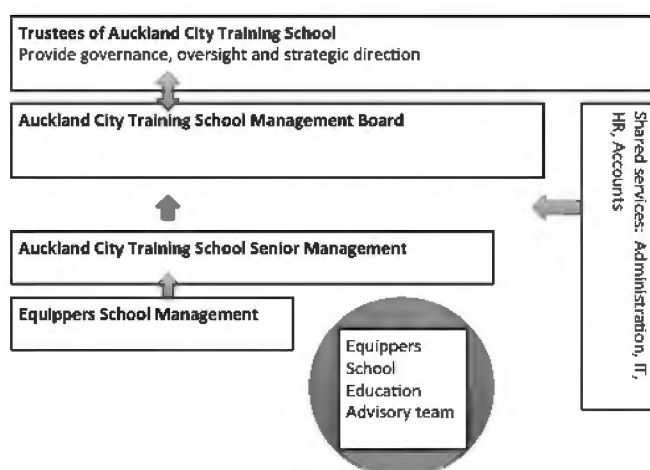
**22. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.**

Equippers School will be contracting the services of suitably qualified arts teachers, language tutors and sports instructors. Their planning will be submitted to senior teachers for checking.

## 7 BUSINESS PLAN

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23. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including: Governance; Management; Administration; and Subcontract arrangements (if applicable).



### Roles and Responsibilities:

**Trustees:** The trustees provide governance and strategic oversight to Auckland City Training School and Equippers Church.

#### Management Board:

The Management Board provides expert advice to the Trustees. The current Management Board comprises of a lawyer, two accountants, human resource experts, and the Executive Director of Auckland City Training School. The Trustees and the Management Board work closely together.

#### Auckland City Training School Senior Management:

This group is made up of senior managers from the various Auckland City Training School enterprises: Creative Learning Scheme General Manager, Principal and other senior staff, Equippers College Principal and Academic Manager, along with key administrators.

#### Equippers School Management:

The senior managers will ensure the school is operating to meet its Key Performance Indicators.

#### Equippers School Education Advisory Team:

This team will be implemented to provide ongoing advice and support to the educational direction of the school. Equippers school will approach academics, community

representatives (parents and caregivers) and current mainstream school leaders to be a part of this voluntary team.

**24. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.**

**Teacher input into decisions that affect Equippers School:**

- Staff satisfaction survey (this is currently a practice of Auckland City Training School);
- Input in team and staff meetings;
- Representation on the Education Advisory team.

**Parent, whanau input into decisions that affect Equippers School:**

- Community school satisfaction surveys;
- Representation on the Education Advisory team;
- Open-door policy, and regular parent conferencing.

**Student input into decisions that affect Equippers School:**

- The establishment of a student council that meets with senior managers of Equippers School;
- Student surveys, including school climate survey;
- Inquiry learning opportunities on issues affecting the school, and reporting these findings to decision makers;
- Visible school leadership.

**25. Provide two detailed implementation plans covering:**

- a) the period from gaining approval to the opening of the school.**
- b) the period from the opening of the school to the end of the first year.**

See attachments in Appendix

**26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components**

- a) Financial forecast (budget)**
- b) Balance sheet**
- c) Student Roll**
- d) Staffing levels**

**Response**

**[Applicant to confirm completion of the workbook titled “RFA PSKH Budget template.xlsx”]**

**27. Detail the amount and terms of 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) the relationship between the school and the funder.**

No additional funding to be provided from sources other than the Crown.

**28. Outline 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;**

Financial management is governed by the Trustee Board, and at an operational level, the Management Board. Sound financial management practices are in place including:

- Annual operating budgets are prepared and approved prior to the start of each financial year. This includes a robust review and risk assessment process.
- A Board approved Delegated Authority sets out the levels, and nature of arrangements, that management are delegated to operate to. This includes financial purchases (operating and capital), approval of performance contracts, entering into arrangements with employees, incentives, issuing of credits and bad debts approval levels.
- To support each of the above, internal financial systems are in place around purchasing of goods, invoice coding and approval, supplier payments, expense reimbursements, use of credit and purchasing cards, raising invoices, cash receipting, raising invoices to customers, and petty cash. Month end processes are also in place, which capture all the transactions for the period, and reports on the actual performance against the Board approved budget. Management reviews this and if required, takes any corrective action. Formal reporting is prepared for the Management Board and Trustee Board each month.

**2) provisions for conducting annual audits of the financial operations of the school; and**

Financial audits are conducted annually by an approved provider, JSA Audit. This includes a review of the control environment, financial and operational, as well as substantive testing.

**3) types and levels of insurance that you propose to operate the school.**

Insurance considered necessary would include, but not be limited to:

- General Liability Insurance [REDACTED]
- Statutory Liability Insurance [REDACTED]
- Employers Liability Insurance [REDACTED] s 9(2)(b)(ii) OIA
- Association Liability Insurance [REDACTED]
- Employment Disputes [REDACTED]
- Contents Insurance (dependent on assets at location. Market replacement value).

**29. Outline your proposed facilities, including:**

- a) the type of property arrangement and the terms of the tenancy (if applicable);**

s 9(2)(b)(ii) OIA

[REDACTED]


- b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or**

s 9(2)(b)(ii) OIA

[REDACTED]

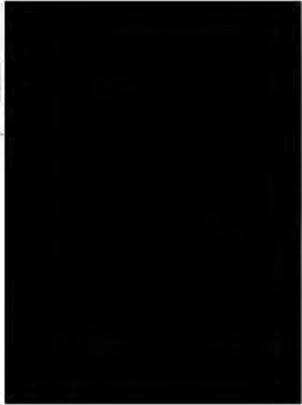
**What the site offers now:**

s 9(2)(b)(ii) OIA



- The building is structurally solid;
- The building holds a current Warrant of Fitness.

s 9(2)(b)(ii) OIA



**Additional facilities:**

- Equippers church owns the Mercury Theatre, in central Auckland. The theatre is available for use by Equippers School.

**How Gladding Place site could be redeveloped:**


- **Classroom and office layout:** The layout of classrooms and office spaces inside will need to be reconfigured over a few years to accommodate the capacity roll of 300 students. The current fit-out of walls inside the building are not structural.
- **Light:** The classroom areas need to be renovated to let in more natural light. One vision for the building is to open-up a large, skylight and have the classrooms situated around an inner courtyard.
- **Recreation areas:** As this is an urban school there is currently no grass area. We will use local recreation areas to ensure students have access to open spaces for sports. To meet the needs of primary school students we would like to create an indoor playground, or a roof-top playground.

- c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;
- d) your financing plans for acquisition and renovation of a facility; and

We will be seeking Crown assistance to redevelop the building.

However, we will seek other funding sources to redevelop the grounds of Gladding Place. These funds will be used to demolish and remove an external building which is currently on-site, and surplus to requirements, and create a grass area and outdoor play area.

- e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

	2015	2016	2017	2018	2019
<b>Student numbers</b>	50	100	145	205	300
Facilities					
s 9(2)(b)(ii) OIA					
<b>Staffing</b>	Advertise in 2014, need three teachers and teaching Principal	Continue to advertise for teachers. Host open days at the school to allow interested teachers to visit. (See Implementation Plan).			
<b>Resourcing</b>	We propose in our budget that the 'set-up' establishment grant to be spread out over the first three years of operation. (See Budget).				

**30. Explain 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.**

Auckland City Training School has a comprehensive asset management policy.

This policy includes: 1.0 Roles & Responsibilities of each person, 2.0 The procurement process, 3.0 Storage, 4.0 How to care for assets and 5.0 What to do when an asset moves permanently i.e. is sold or written-off.

**Brief overview of roles and responsibilities regarding asset management:**

Auckland City Training School desires that all Group personnel take a personal level of responsibility for assets that are owned or operated by the Group. However, formally there are specific responsibilities involving: Group managers, Stewards, Users and the Asset Register Manager.

Users: responsibility is to inform. This is the expectation that they inform Stewards of any damage, security threats, misuse or misplacement of assets, which in most cases will require filling out a form.

A Group manager: for the purposes of this policy, is someone responsible for a budget. The budget may be operational or a CAPEX budget. Where managers have been entrusted with funds, they need to steward what happens to these funds.

Stewards: A Group manager can establish one or more Stewards. The Steward is someone who will be given some responsibilities but the manager cannot abdicate full responsibility.

The Asset Register (AR) Manager: is the person who administers the database that keeps record of asset information.

**See in the Appendix a sample of our asset management procedures:**

Procurement procedure

Asset maintenance procedure

## 8 OPERATIONS PLAN

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**31. Explain how the school will:**

- a) achieve the enrolment target you have projected in Q2.(v);**
- b) be publicised throughout the community, including any specific outreach activities or similar;**
- c) target parents/family/whānau who may not be engaged in their child's learning;**
- d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and**
- e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.**

Auckland City Training School has extensive links with the Manukau community after providing alternative education, and other services, in the area for the past 16 years. We have confidence we will be able to meet the enrolment targets and reach desired numbers of students from the Government's priority groups. We will specifically:

- Provide information to families who use Auckland City Training School services who live in the Manukau region. Through Creative Learning Scheme, Auckland City Training school has direct relationship with over 70 families;
- Provide information to the Equippers Manukau congregation, of 400 active members;
- Collaborate with SENZ Charitable Trust, which is a Charitable Trust that works successfully works with up to 500 unemployed people per annum in Manukau, helping them find employment;
- We will hold 'open days' and 'information evenings' to ensure parents and caregivers are fully informed of the school's vision for learning;
- Establish an information website;
- Have an information booth at or near Westfield Manukau.

### 32. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

Our enrolment policy will follow the guidelines as stated in the Rules for operating a Partnership School, namely:

- All students who apply for entry will be accepted, regardless of their background or ability;
  - No enrolment testing will occur, either academic or physical;
  - Applicants are received on a first come, first served basis;
  - If Equippers School receives more applications than there are places at the school, the order of priority in which applicants are to be offered places at the school is as follows:
    - (a) first priority must be given to any applicant who is the sibling of a current student of the school:
    - (b) second priority must be given to any student who is the sibling of a former student of the school:
    - (c) third priority must be given to all other applicants.
- (2) If there are more applicants in any of the priority groups than there are places available, selection within the priority group must be by ballot;
- (3) If 2 or more siblings apply for places at the school at the same time, the applications of those siblings must be dealt with as a single application for the purposes of the ballot.

#### Enrolment Timetable for 2015 cohort

<b>1 September</b>	Public awareness campaign begins
	Enrolments open on first come, first served basis - until school capacity. Target: 50 places for Years 1 – 4 only.
	Teachers conduct 'getting to know us/ you' interviews with each enrolment.
<b>1 December</b>	If capacity has not been reached publicise final day for 2015 enrolments as 15 December 2014
	Further public awareness campaigns if required
<b>15 December</b>	2015 roll is confirmed. Ballot is conducted if required.
	Review of enrolment process by school managers
	If roll number is not reached, continue to accept enrolments and continue public awareness campaign.

**33. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.**

**Suspension, exclusion, stand-down policy**

Equippers School would consider stand-downs, suspensions or exclusions undesirable, and only used in extreme cases. The school will consider these actions in the context of:

- a) The student's right to education
- b) The student's right to having an education that realises their full potential
- c) The student's right to counselling
- d) The parent or caregiver's right to appropriate information regarding their child's progress

**Definitions**

- (a) **Stand-down** means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.
- (b) **Suspension** means the formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting.
- (c) **Exclusion** means the formal removal of a student aged under 16 from the school and the requirement that the student enrol elsewhere.

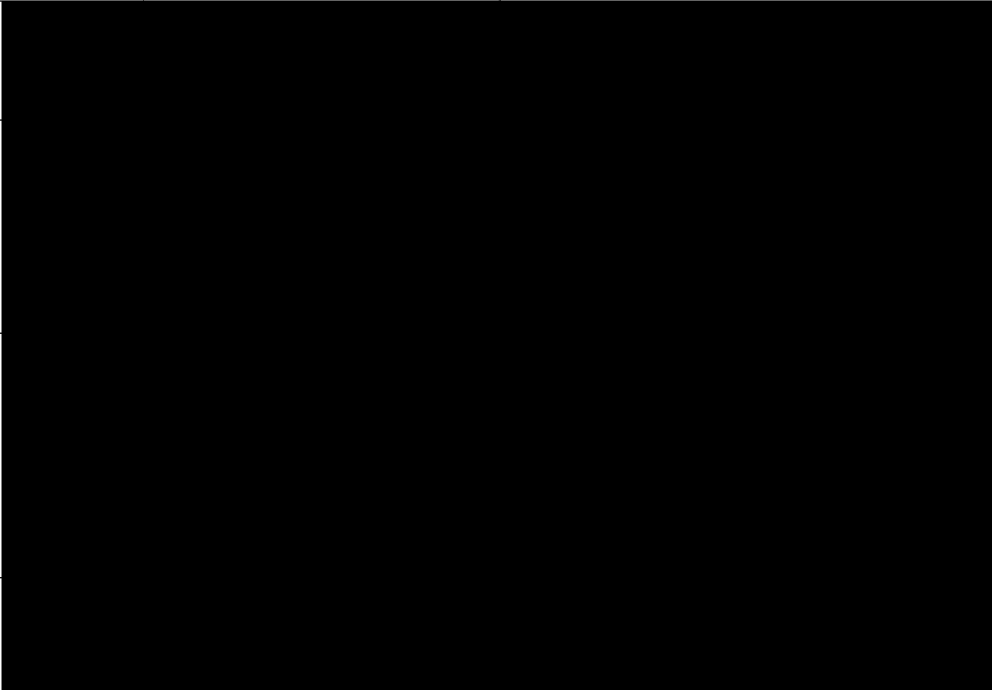
**Guidelines**

- 1. Stand-downs, suspensions or exclusions will only be considered if other avenues for managing the student's behaviour are exhausted, or deemed inappropriate – in cases where the student, or other student's safety is risk. These other avenues include restorative processes, individual behaviour student management plans, and/ or student counseling and guidance.
- 2. The criteria for stand-downs and suspensions are as follows:

- the student's gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school; or
  - because of the student's behaviour, it is likely that the student, or other students in the school, will be seriously harmed if the student is not stood-down or suspended.
3. In the first instance of serious misconduct, the student's parents or caregivers will be informed. A meeting will occur with the parents, caregivers and student. Depending on the level of seriousness of misconduct the Principal may inform the Board.
  4. The incident will be carefully documented by a staff member.
  5. The Principal decides, in view of the facts, whether a stand-down, suspension or exclusion is required. If this is the case the Principal follows the Ministry of Education guidelines. The Principal may decide that the student needs to remain at the school with counseling programme or other interventions. Equippers school, when possible, will err to the side of restorative practices to prevent student alienation.
  6. If misconduct is deemed to be at a level of suspension or exclusion, the Principal will inform Auckland City Training School Management Board. A meeting will be held where the Principal will present a report to the Board. The parents and caregivers will be notified of the meeting and will be given an opportunity to speak to the Board. The parents may wish to bring support people with them. The Board will decide whether a suspension or exclusion is required. The Board will state the terms of the suspension. If the student is excluded, the Principal will make every effort to ensure the student is enrolled in another school.
  7. All meetings will be documented.

**34. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.**

We have not confirmed the people for key positions at Equippers School. However, we have many educational professionals we will be drawing expertise and support from. s 9(2)(a) OIA

Adrian Schoone	
Paeariki Johnson	
Betty O'Brien-Andersen	
Colin Henderson	

**35. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.**

Auckland City Training School has a comprehensive recruitment strategy. We demonstrate success employing teachers as we currently have over 20 registered teachers working across the organisation in our various works. Our organisation attracts many qualified Maori and Pasifika staff members who holds key leadership roles in the organisation. Currently most of our staff are Maori and Pasifika.

Our process for recruiting teachers for Equippers School will include:

- Information evenings for possible candidates;
- Site visits to Equippers School;

- Advertising teaching and administrator roles throughout our current networks (Equippers Church community, Creative Learning Scheme community, SENZ community);
- Advertising teaching and administrator roles through Trade Me, Manukau Courier and Education Gazette.

Recruitment of staff is gradual, occurring over the first four years. We will also consider some internal transfers of staff with Auckland City Training School to ensure the culture of Equippers School is consistent with our other works.

**36. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.**

**Professional Backgrounds**

- Registered primary school teachers;
- Specialist tutors who have appropriate qualifications, skills or experience in the area of their expertise (such as music, languages or sport);
- Experienced administrators with business acumen;
- Reading-recovery trained.

**Depth of Experience**

- Have had experience working with the Government's priority groups;
- Have had wide-ranging life experience that will be of benefit to the students;
- Have had experience working innovatively in the area of education, and finding success.

**Personal Qualities**

- Live by Equippers HEART values: Honour, Excel, Advance, Reach out, Together;
- Culturally responsive;
- Want to make a difference;
- Care like a parent;
- Treat students as whole and connected;
- Are agents of hope;

- Are creative and intuitive.

**37. Outline the processes 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.**

All Auckland City Training School staff and contractors working with or by students are police checked. This occurs prior to their employment.

**38. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.**

It is proposed that staff matters be developed within an organisation wide framework of HR Policies and Procedures (HR Manual) compliant with New Zealand Employment Relations Law, particularly the Employment Relations Act 2000 and its Amendments. Other employment relations law and guidelines for employers, as predominantly set out by the Ministry of Business, Innovation and Employment and Department of Labour will inform the framework and scope of the HR Manual – intended to represent industry (Education Sector NPO) best practice.

The establishment of HR infrastructure and functionality for Equippers School will not be zero based, as a number of mature units within Auckland City Training School operate employee relations philosophies, policies and procedures that are firmly implemented. Therefore this establishment will benefit from prior learnings gained from the previously mentioned enterprises experienced in the delivery of Ministry contracted educational outcomes.

**Policy and Procedure Overview**

**1. Salaries**

Salaries will be established from a number of factors

- Industry based job size evaluation methodology and allocation to grades (Pay Scales)
- Sector alignment (Education / NPO)
- Individual performance (Pay Bands or Grades)
- Organisational strategic stance and ability to pay

## **2. Contract**

Contracts will follow existing standard process and employment documents in compliance with the Employment Relations Act 2000 and Amendments. A number of engagement scenarios will be utilised

- Key positions will be full time permanent and salarised under Individual Employment Agreements (IEAs)
- Some specialist may be engaged under Contractor/Sole Trader arrangements (Contracts for Services)
- Part time staff will be employed under a mix of permanent and fixed term Individual Employment Agreements, or
- Fixed Term Casual (e.g. Relieving staff)

The management and application of leave/holidays is an area acknowledged for particular need for clarity and care in the context of ensuring full service delivery and staffing during the academic term dates, application of holidays during term breaks, scheduling for personal development, sufficient giving of notice around resignations whilst ensuring sufficient flexibility to positively manage special personal circumstances where staff genuinely require leave at any given time. We have acquired significant experience in managing the practical aspects of staff utilising their leave/holidays in the education sector over many years and have a full suite of management and planning process in place, as well as having a mature leadership culture capable of exercising discretion as/where required in line with our organisational values around our people.

## **3. Hiring and Dismissal**

Recruitment and Selection will follow a multi step Standard Operating Procedure (SOP) beginning with an Expressions of Interest (EoI) process. This document will be informed by and include, at a high level, the context of the Special Character of the Organisation; Vision, Mission and Values statements as well as job and person overviews.

- EoI returns will be appraised against job and person requirements and long listed;
- Long listed candidates would receive an Application Pack, with further detailed information, including organisation ethos/values, job description, job KPIs/outcomes, remuneration range and benefits, plus role specific questions for candidate consideration;
- Returned Application Packs would be appraised and a short list established;
- Short listed candidates would be invited for interview before a selection panel. (Aptitude testing discretionary);

- Final preferred candidates would be invited to tour facilities and participate in a second interview;
- Subject to final reference, health and wellness, ACC and Police checks etc, the preferred candidate would be presented with an offer of employment
- Unsuccessful applicants are advised at various points in the recruitment process;
- On boarding and induction processes would follow.

**Dismissal (as differentiated from voluntary exit)**

Termination by the employer would ordinarily be resultant of a business or strategic outcome, perhaps the cessation or expiry of a Contract for Services. In the first instance, all endeavours would be made to retain employees in another part of the business so as not to lose organisational capacity/capability. Should this not be possible, we may look at placing them with a strategic partner or perhaps a special project. As a final option, we may then terminate an employee after the giving of a notice period.

**Termination for Serious Misconduct**

We would utilise standard practice employment relation's procedure in the event of potential termination due to serious misconduct or breaches of Policy.

An initial in-house process is preferred, guided by Organisational Values in the first instance, with the desire to find the most positive mutually agreeable outcome for the parties and without compromising the legal rights of any, including the right to representation and fair process.

In the event that mutual resolution is not reached, either party may refer the matter to the Department of Labour Mediation Services for assistance. If the issues are not resolved at mediation, they may be referred to the Employment Relations Authority.

**3. Staff Evaluation**

Staff evaluation would follow a standard process, involving a two part framework, of assessing behaviours/values (soft) and job outcomes or KPIs (hard). The assessment of soft skills is directly linked to the Organisation's Mission, Vision and Values and achievement of employee's annual Personal Development Plans. Whilst the assessment of hard skills is directly linked to their ability to delivery on pre-agreed job outcomes or KPIs. Performance criteria are discussed and mutually agreed at the beginning of a 12month cycle. Informal reviews occur monthly or quarterly, depending on employee's ongoing performance, with formal reviews occurring at mid year and year end. Employee performance is linked to pay via a strategic pay for performance remuneration model.

**4. Benefit Plans**

Employee benefits would be made available according to job size and (remuneration) scale. Proposed inclusions are; (at various options/levels)

- Life Cover

- Heath/Medical Cover
- Employer Superannuation
- Telephone
- Vehicle

**39. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.**

Teacher assessment and appraisal process is very robust with an emphasis on self leadership and development. The appraisal programme focuses on the cycle of teaching as inquiry as a significant tool for teachers to develop their teaching, professional and leadership practice. An annual schedule of appraisal activities are outlined and documented which include end of year appraisal report summary, specific links to the individual job description, the teachers developmental objectives and action plan; professional development learning log; reflective practice - learning reflections. The appraisal process encompasses the reflection of teachers practice and knowledge with reference to the Registered Teachers Criteria. Individual appraisal goals are linked to the goals and intentions in the school annual plan and charter which assists in maintaining the culture of continuous development within the school.

**40. If you propose to use volunteers and/or contractors, outline:**

- a) the roles (where not disclosed in section 10(v) of this form)**
- b) how they will be identified, vetted and trained.**

No roles other than listed in 10.

**41. Outline how the school proposes to meet and maintain the required health and safety standards.**

Please refer to question 20.

## 9 Acceptance of Draft Agreement

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The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

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 consider are required 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

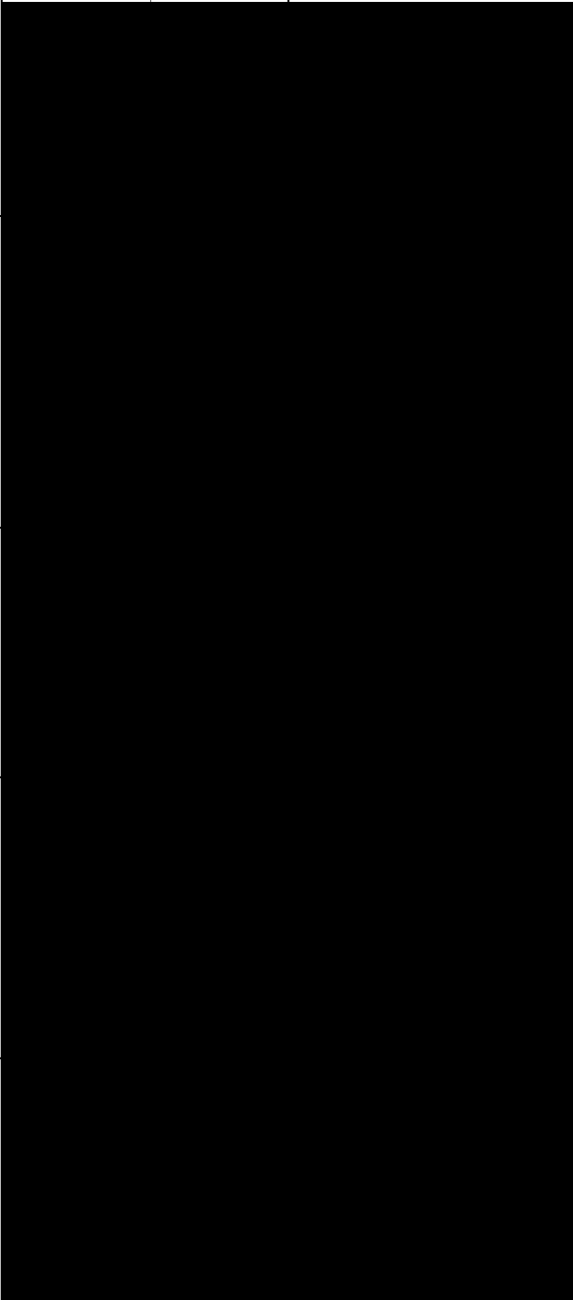
The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

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.

## 10 Assumptions, Risks and Caveats

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Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject s 9(2)(b)(ii) OIA	Comment
1. Finance	Assumption		
2. Finance	Assumption		
3. Finance	Assumption		
4. Finance	Assumption		
5. Finance	Assumption		

# 11 Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	agree
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
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the	agree

	Applicant agrees to sign a contract based on these terms and conditions.	
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 Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>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>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
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
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	The Applicant declares that in preparing this	agree

	<p>Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>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> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown 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>	
<p><b>DECLARATION</b></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:	Adrian Schoone	
Title / position:	General Manager	
Date:	10 March 2014	

## 12 Applicant Check List

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The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to <a href="mailto:partnership.schools@minedu.govt.nz">partnership.schools@minedu.govt.nz</a> by 5:00 PM Wednesday 22 January 2014		
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		
3. Complete all required sections of the application.		
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	

# Professional Standards for Primary School Principals

The Equippers School principal will demonstrate the following professional standards. In addition the principal and staff members will demonstrate a commitment to the HEART values of Equippers, have experience working with Government Priority Groups, and be experienced innovating education provision to ensure student achievement.

## Areas of practice

## Professional Standards

### Culture

Provide professional leadership that focuses the school culture on enhancing learning and teaching.

- In conjunction with the Board, develop and implement a school vision and shared goals focused on enhanced engagement and achievement for all students.
- Promote a culture whereby staff members take on appropriate leadership roles and work collaboratively to improve teaching and learning.
- Model respect for others in interactions with adults and students
- Promote the bicultural nature of New Zealand by ensuring that it is evident in the school culture.
- Maintain a safe, learning-focused environment.
- Promote an inclusive environment in which the diversity and prior experiences of students are acknowledged and respected.
- Manage conflict and other challenging situations effectively and actively work to achieve solutions.
- Demonstrate leadership through participating in professional learning.

### Pedagogy

Create a learning environment in which there is an expectation that all students will experience success in learning.

- Promote, participate in and support ongoing professional learning linked to student progress.
- Demonstrate leadership through engaging with staff and sharing knowledge about effective teaching and learning in the context of the New Zealand curriculum documents.
- Ensure staff members engage in professional learning to establish and sustain effective teacher / learner relationships with all students, with a particular focus on Māori students.
- Ensure that the review and design of school programmes is informed by school-based and other evidence.
- Maintain a professional learning community within which staff members are provided with feedback and support on their professional practice.
- Analyse and act upon school-wide evidence on student learning to maximise learning for all students with a particular focus on Māori and Pasifika students.

### Systems

Develop and use management systems to support and enhance student learning.

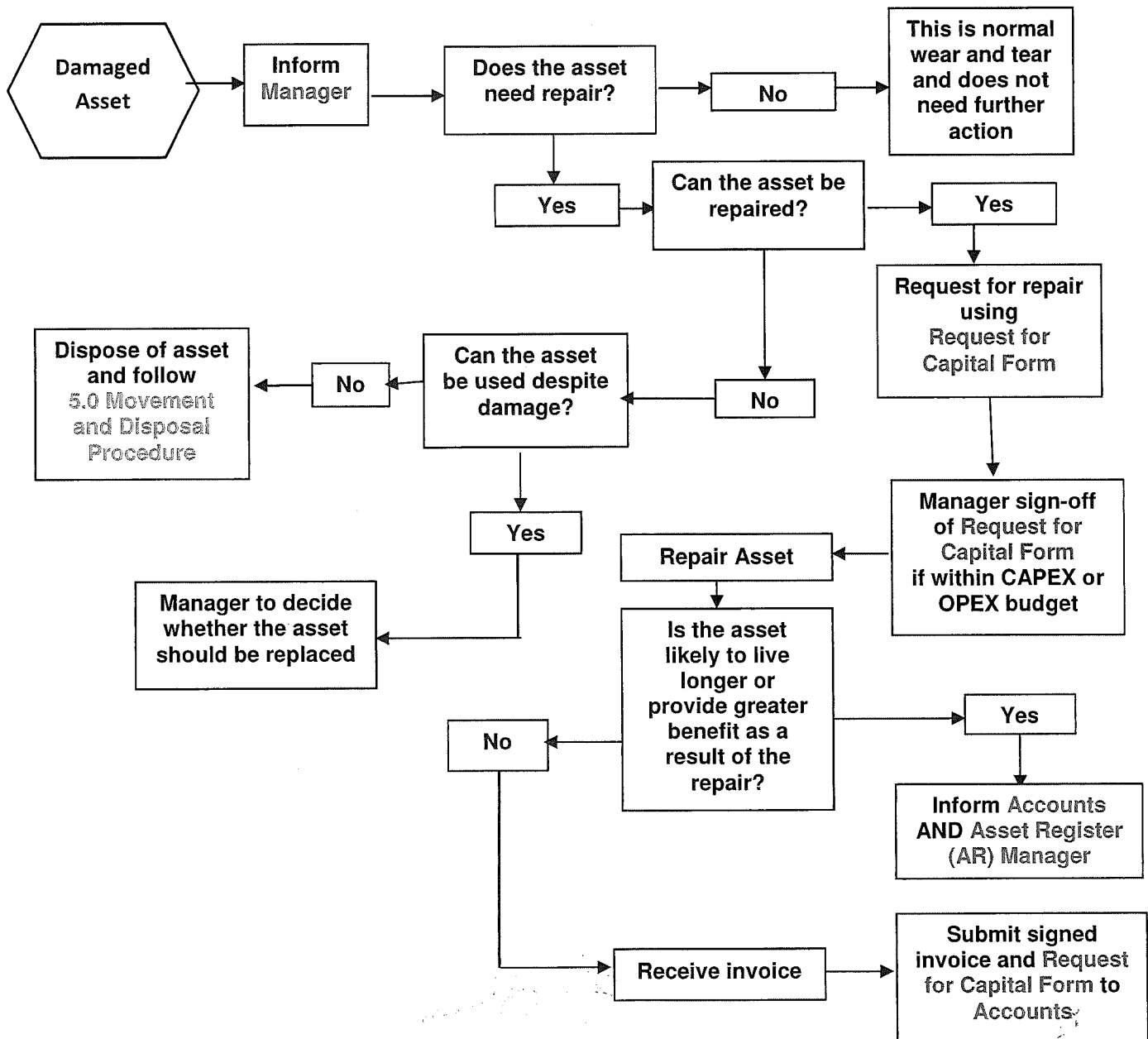
- Exhibit leadership that results in the effective day-to-day operation of the school.
- Operate within board policy and in accordance with legislative requirements.
- Provide the Board with timely and accurate information and advice on student learning and school operation.
- Effectively manage and administer finance, property and health and safety systems.
- Effectively manage personnel with a focus on maximising the effectiveness of all staff members.
- Use school / external evidence to inform planning for future action, monitor progress and manage change.
- Prioritise resource allocation on the basis of the school's annual and strategic objectives.

**Partnerships and Networks**

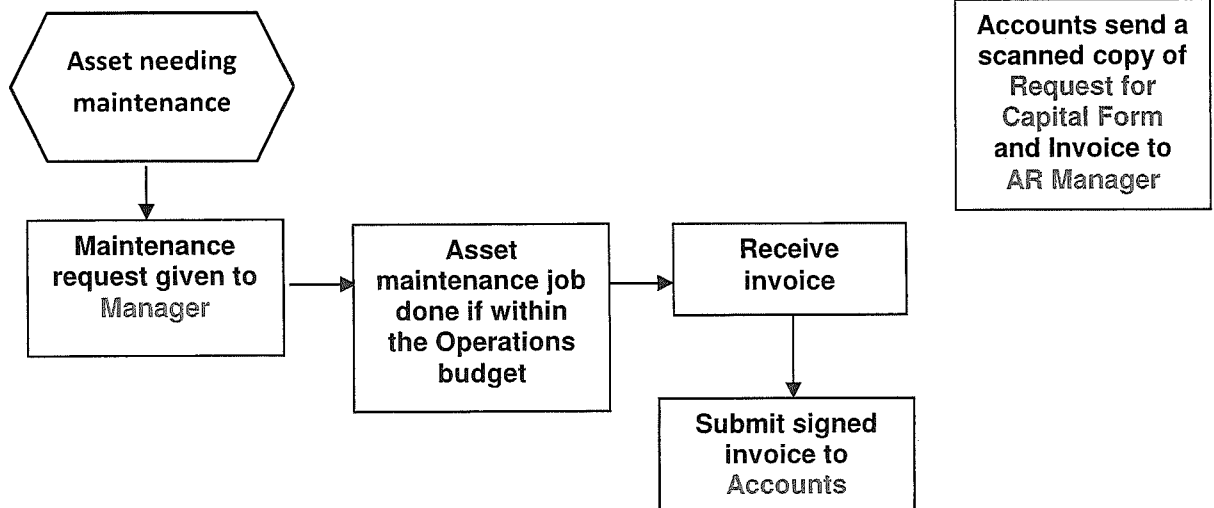
Strengthen communication and relationships to enhance student learning.

- Work with the Board to facilitate strategic decision making.
- Actively foster relationships with the school's community and local iwi.
- Actively foster professional relationships with, and between colleagues, and with government agencies and others with expertise in the wider education community.
- Interact regularly with parents and the school community on student progress and other school-related matters.
- Actively foster relationships with other schools and participate in appropriate school networks.

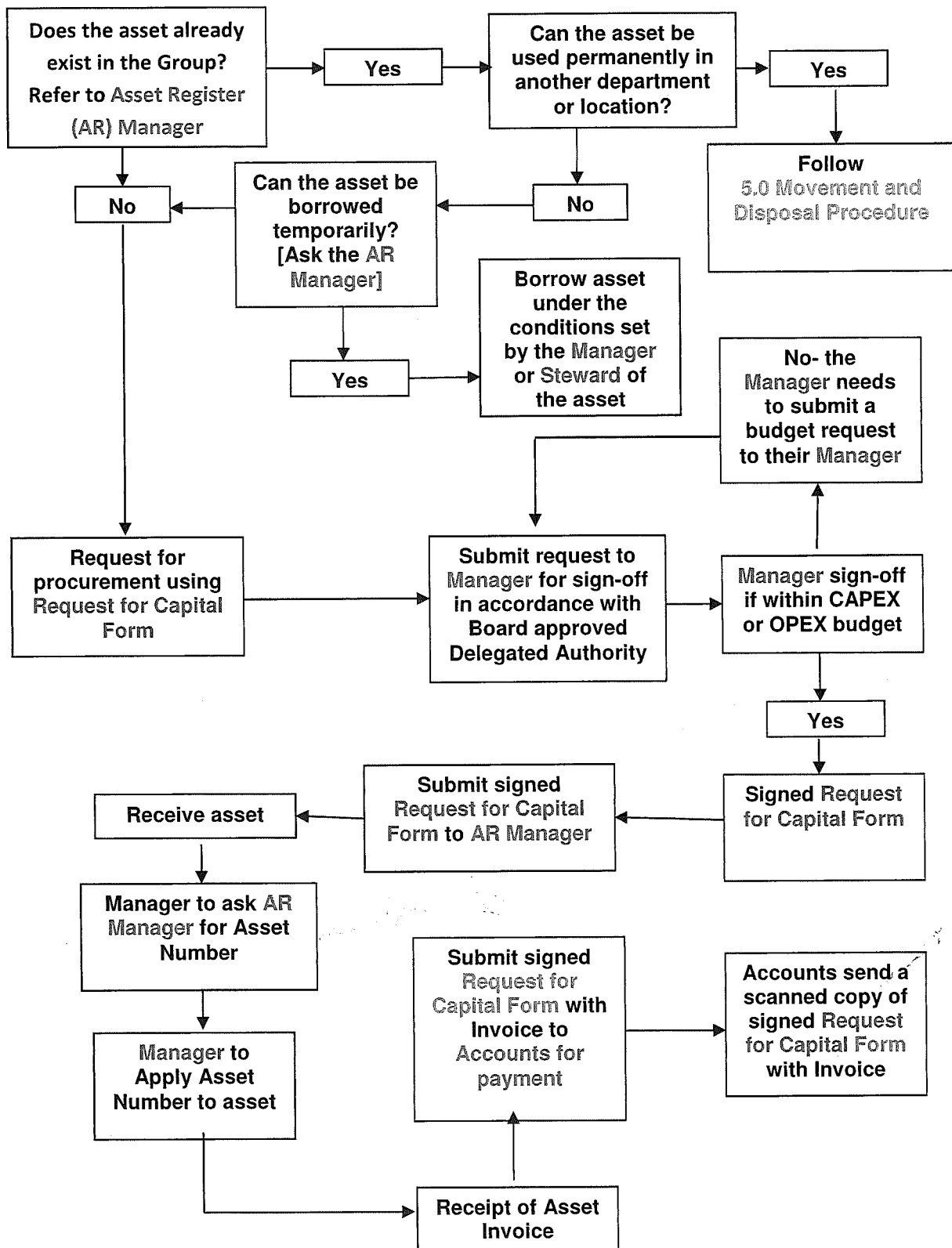
#### 4.1 Asset Repair Procedure



#### 4.2 Asset Maintenance



## 2.0 Procurement Procedure



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