

APPLICATION

To operate a Partnership School | Kura Hourua
opening in 2014

Na Koro Ni Vuli

The Village of Learning

Application Due: 12:00pm (midday) 16th APRIL 2013

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1 Notice of Intent to Respond

C-Me Mentoring Trust notified (by email) its intent to respond to the request for application to operate a Partnership School | Kura Hourua opening in 2014

The Procurement Manager, Partnership Schools acknowledged receipt (by email) of the notice on Wednesday 20th March 2013.

2 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	John Kotoisuva			
Position:	CEO			
Phone number:	09 270 4071			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	john.kotoisuva@c-me.org.nz			
Fax number:	N/A			
Is the contact person authorised to negotiate?	Yes	✓	No	

2. Applicant's organisational profile	
Full legal name:	C-Me Mentoring Foundation Trust
Trading name: (if different)	N/A
Name of parent organisation:	N/A
Physical address:	733 Great South Road, Otahuhu, Auckland
Postal address:	PO Box 22097, Otahuhu, Auckland 1640
Company website:	www.tradesatschool.org.nz
Location of head office:	Otahuhu, Auckland
Type of entity (legal status):	Charitable Trust
Company registration #:	2200117
Country of residence:	New Zealand
GST registration number:	102-742-354

3. Overview of Applicant's organisation	
Type of organisation:	Education
Year established:	2008
History:	The C-Me Mentoring Foundation Trust was established to serve the needs of the non academic students, mainly in South Auckland area, who chose to go into the trades. This was also a direct response to the needs of industry who seek high calibre young people for apprenticeship and traineeship. Trades At School is the C-Me program that started with the Steel Construction industry and has now spread into other industries including, Manufacturing, Avionics, Maintenance and Precision Engineering. The original intent is to spread this concept across all trades and to in cooperate it into mainstream education for sustainability. Starting with 4 secondary

	schools and 12 students, this concept has been adopted by 16 secondary schools and now 80 students.
Summary of experience relevant to this RFA:	Delivery of education and training for senior secondary
Total number of staff in NZ:	5
Number of locations in NZ:	1
Overseas locations:	none

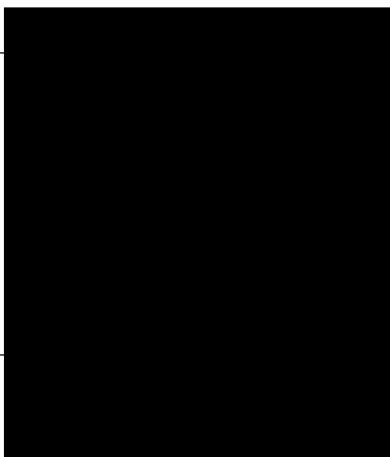
4. Current business commitments & proposed key personnel



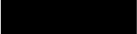
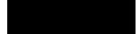
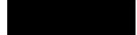
Business commitments:	The Trust has a commitment to deliver the Trades At School programme for 80 students from 16 secondary schools in the Auckland region during 2013 and 2014.
Other Contracts with government	The Trust has a contract with Ministry of Pacific Island Affairs to deliver Pacific Employment Support Services.

5. Probity

List any pending claims against the organisation:	None
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	None

6. Disclosure of proposed partners

Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.	
Collaborative Partner / Sub-contractor #1		
Partner / Sub-contractor name:	Manukau Institute of Technology	
Address:	 <div>s 9(2)(b)(ii) OIA</div>	
Specialisation:		
Describe the deliverables the Partner / sub-contractor will be responsible for:		

7. Financial information				
Current financial status:				
Gross revenue:	Gross revenue for the last two years: - 2011:  - 2012:  s 9(2)(b)(ii) OIA			
Gross profit:	Gross profit for the last two years: - 2011:  - 2012:  s 9(2)(b)(ii) OIA			
Last audited financial accounts:	June 2012			
Copy of latest audited accounts attached?	Yes	✓	No	
Copy of latest annual report attached?	Yes		No	✓
Is organisation in dispute with any trade union?	Yes		No	✓

8. Quality standards	
Certificates held:	none
Quality assurance systems:	Internal QMS systems and procedures
Internal audit:	Standard financial administration procedures
Contract management:	none
Monitoring & evaluation:	Monitoring and evaluations carried out by external evaluation team
Reporting:	Monthly reporting to Board, and quarterly reporting to funders
Financial management:	Implemented Xero Online Accounting software
Risk management:	Risk Management procedures documented
Records management:	Use KAMAR Student Management System for management of student records
Staff training:	Staff training provided based on identified training and development needs
Codes of conduct	House Rules published and available to all staff

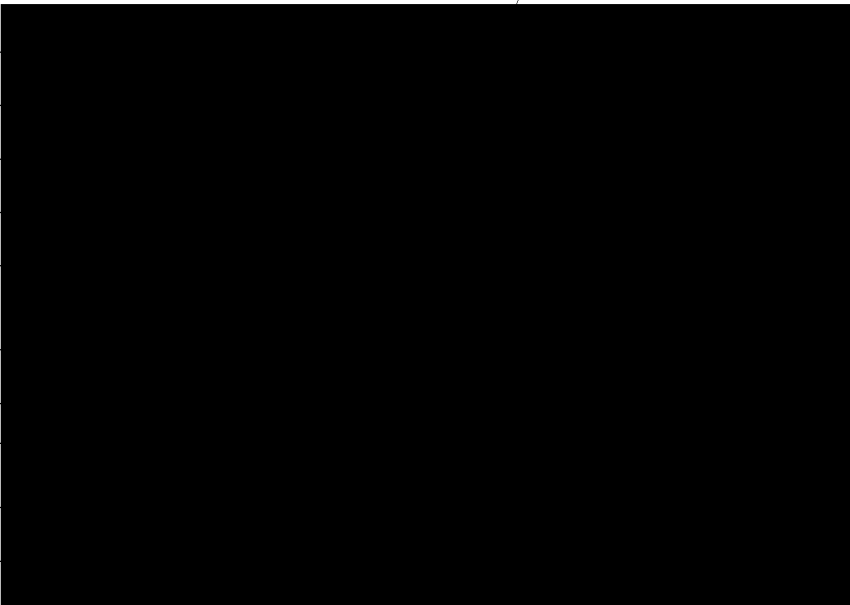
9. Occupational Health & Safety (OHS)				
Health & Safety Management:				
Do you have a written health & safety policy?	Yes	✓	No	

Do you have an employee participation scheme for dealing with health & safety issues?	Yes		No	✓
Is formal health and safety training given to employees?	Yes		No	✓
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	✓	No	
- Hazard Register?	Yes	✓	No	
- Hazard information?	Yes	✓	No	
History: Have you received health and safety award/s?	Yes		No	✓
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	✓
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	✓	No	
Are formal hazard assessments carried out and recorded?	Yes	✓	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	✓	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	✓	No	

10. Referees

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

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

Referee #1	
Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	
Referee #2	
Name of organisation:	
Name of referee:	

REDACTED

3 PURPOSE AND GOALS

1. Detailed statement of purpose and goals

(a) Describe your distinctive mission/vision and detail how it will enable student engagement and achievement and why you are proposing to open this school.

Na Koro Ni Vuli will provide a distinctive schooling option in South Auckland for the communities and families of Pasifika, Maori and high needs population who otherwise are not successfully engaging with the current mainstream education system.

At this point in time, the cohort group of students Na Koro Ni Vuli will target are not emerging from schools with the requisite skills, behaviours and qualifications needed to provide them with a positive future. Many of these students are disengaging from education early, without any significant qualifications. Even those that complete their senior secondary schooling often leave without experiencing success at the levels they are potentially capable of achieving. Pasifika and Maori students success rates for NCEA Level 3 and University Entrance continue to be significantly lower than those for European/Pakeha students. Similarly, almost double the number of Pasifika and Maori students leave school without any recognised qualification compared to their European/Pasifika counterparts.¹

Understandably, many Pasifika and Maori student leavers display low self-esteem, which is often manifested in behavioural issues. Many have no specific plans for the future, having left school without any identified pathway to employment or higher education.

This pattern of events is well documented and has been evident for some time. It has become of increasing concern to parents and caregivers, to the wider community, to prospective employers and to the young people themselves. Out of this concern there has developed growing support and a sense of urgency for new schooling options to be made available that will assist in addressing the situation.

The proposal to establish Na Koro Ni Vuli is one response to the concerns of these groups. It is a schooling option that has been developed following extensive consultation with Pacific Island communities in South Auckland.²

Na Koro Ni Vuli's defining features reflect the aspirations of these communities for the educational experiences they would like made available to their young people. A significant feature of Na Koro Ni Vuli is the focus on trades and its intent to focus its enrolments on senior level Pasifika and Maori students with an interest in and an affinity for this sector. It is important to emphasise that this focus on the trades is not suggesting that all Pasifika and Maori students should confine themselves only to this sector. It is simply recognition of the appeal of the trades to many Pasifika and Maori young people and their families and the high level of interest from the trades industry sector itself in engaging further with Pacific Island communities and building on the relationships and initiatives that already exist. It also reflects the research evidenced need for greater educational provision within Auckland for lower socio-economic communities to enable young Pasifika and Maori people in particular to obtain the training and qualifications necessary to enable them to gain employment in

¹ Refer to Appendix 1: School Leavers by Highest Level of Attainment and Ethnic Group 2008 – 2011. Source: Education Counts

² Refer to Appendix 2 for a list of the individuals, groups, agencies and organisations involved in the consultation process.

this sector, specifically within the greater Auckland region, but also throughout much of New Zealand.³

The limitation of the roll to seniors – Years 11, 12 and 13 – recognises that most young people have given little serious thought to career pathways and employment options prior to that age. It recognises too that most young people at Years 9 and 10 lack the necessary maturity to successfully engage in Work Placement experiences, which will be a significant feature of the learning experiences on offer at Na Koro Ni Vuli.

The focus on the trades industry sector and the restriction of the roll to senior level students also reflect the operational experience of the Sponsor organisation of Na Koro Ni Vuli – the C-Me Trust. The Trust itself has a very successful history of providing young Pasifika and Maori people with educational opportunities focused on the trades industry sector with its ***Trades in School*** programme. Since its inception in 2008 the Trust has worked with 150 Pasifika and Maori youth from 17 secondary schools in South Auckland who have shown an interest in gaining employment in the sector. It has delivered training and up skilling sessions to these youth to increase their understanding of the requirements and expectations of employees within this sector and to equip them with some of the knowledge, skills and attributes considered necessary for successful entry into the sector. The Trust has also arranged opportunities for the young people to gain direct experience of working in the sector through supervised Work Placements it has organised. In the 6 years it has been operating, the Trust has assisted the Pasifika and Maori youth it has engaged with to either gain employment in the sector or to gain acceptance into higher learning pathways that will ultimately also lead to employment within the sector. In the process it has gained the respect, confidence and support of both the trade industry sector and the community.

The success the Trust has achieved in its undertakings has been a strong motivating factor in its decision to submit a proposal to establish a Partnership School. Members of the Trust believe they have a very good understanding of what needs to be included in any educational provision to Pasifika and Maori youth to achieve successful engagement. The excessive demand for places in the Trust's current provision – over 300 Expressions of Interest for 45 places in 2012 – attests to the extremely high level of support and confidence the Trust enjoys from the South Auckland community - support that will be essential for any establishing Partnership School.

As well as its focus on the trades, Na Koro Ni Vuli will incorporate other distinctive features that are reflective of the target student intake and the communities this intake will be derived from. These include:

- a physical learning environment that is culturally familiar and affirming in many of its aspects for Pasifika and Maori students
- an educational environment within which are evidenced many of the values and practices espoused by the communities the students come from
- a curriculum that is designed to equip the students to pathway successfully into higher learning or employment options relevant to their interests and aspirations
- learning delivery methods that include Individual Learning Plans (ILPs) and Project Based Learning (PBL) that will engage students in relevant, meaningful and enjoyable learning experiences
- every student having an Individual Learning Plan, an individual Health and Well-Being Plan and an individual Career Plan.
- teaching staff who are culturally attuned to the students and dedicated to ensuring the students succeed in their learning and who will maintain a relationship with their students during the period of their transition into the world of employment or higher learning

³ Refer to Appendix 3: Article - The Labour Market and Skills in Auckland (March 2013)

- learning experiences that involve industry sector placements where the requirements of the work place are made apparent and the relevance and significance of classroom based learning becomes more obvious to the students
- inclusion of activities that promote the health and well-being of the staff and the students - mental, physical and spiritual - to emphasise the importance of these factors in enabling individuals to live full, balanced and fulfilling lives.
- celebrations of success that include understanding and promotion of the sense of self worth and the sense of community
- provision of nutritional meals to ensure students have an understanding of the impact of diet on their personal well-being, health and life options and to ensure they have the required energy levels to engage fully in the learning experiences on offer
- opportunities to engage in community service to enhance student recognition and understanding of the benefits and responsibilities of being part of a wider social group
- a limited roll to enable the learning interests, aspirations and needs of students to be addressed individually in relevant and meaningful ways and to enable the learning facilitators to develop rich, supportive and motivational relationships with the learner
- a fee free, high quality learning opportunity

Research evidences that such features will enhance the probability of young people successfully engaging in education.⁴ While it is acknowledged that many secondary schools in South Auckland exhibit some of these features, it will be the evidencing of all of them within a demonstrably Pasifika context that will make Na Koro Ni Vuli distinctly different and that will generate the improvement in achievement so needed for Pasifika students.

The distinctive features of Na Koro Ni Vuli are reflected in the Student Graduate Profile developed for its student leavers. This Student Graduate Profile details the skills, attributes and capabilities a student is expected to exhibit when leaving Na Koro Ni Vuli at the end of Year 13. It is intended the student will be :

Confident and Competent

- equipped to contribute and to benefit from a changing society
- prepared for working, living and prospering in a high tech society
- passionate about learning, excited by discovery and undaunted by change
- literate, numerate and a productive user of ICT
- a reflective and critical thinker with problem-solving skills and strategies
- an effective communicator who is able to create and maintain networks
- aware of the factors that contribute to successful leadership and willing to assume leadership roles

Healthy and Self Aware

- caring, community conscious and a good citizen
- respectful of oneself, the environment, and the actions and views of others
- fit, healthy and happy
- self-responsible and self-managing

⁴ Refer to Appendix 4: Articles identifying considerations for successful engagement of Pasifika students

- self-directed learner committed to a path of lifelong learning
- display honesty and humility

Proud to be Pasifika

- proud of their identity and who they represent
- culturally empowered and confident to engage in their cultural practices
- knowledgeable and understanding of the significance of ones lineage, heritage and culture

Students leaving Na Koro Ni Vulii with these skills, attributes and capabilities will be well equipped to lead healthy, purposeful and fulfilling lives. They will be contributing members of their communities, able to enter into employment in an industry sector where the demand for employees with their offerings is high and assured, or able to progress onto pathways of higher learning, which will further enhance their future employment and life options. Auckland and indeed all of New Zealand needs graduates of this calibre.

(b) Define the school's performance goals and detail how these will be achieved and measured.

Na Koro Ni Vulii will commit to the following Performance Goals for the period 2014 to 2016:

1. Academic

- student attendance rates of 96% for Year 11, 94% for Year 12 and 92% for Year 13
- student retention rates of 96% for Year 11, 94% for Year 12 and 92% for Year 13.
- student achievement rates for NCEA of 90% for Level 1, 75% for Level 2 and 50% for Level 3⁵
- student achievement rates for University Entrance of 45%
- student achievement rates for NCEA Literacy Level 1 of 90% and for NCEA Literacy Level 2 of 75%
- student achievement rates for NCEA Numeracy Level 1 of 90% and for NCEA Literacy Level 2 of 75%

Note: Each of these Academic goals will be measured and reported annually, using NCEA data.

2. Career Pathways

- 100% of students will have a Three Year Career Plan
- 100% of students will undertake 3 work placements of a minimum of 2 days each within the trades industry sector with an approved employer
- 90% of school leavers will pathway to higher learning or into employment at the end of their Year 13 schooling
- 80% of school leavers progressing into employment will gain positions within the trades industry sector

Note: Each of these Career Pathway Goals will be measured and reported annually, using school and industry sector generated data.

3. Personal Health and Well-Being

Documented evidence will be provided for every student of:

- family/community support
- access to mentoring and pastoral care services
- a Personal Development Plan
- a Personal health and fitness plan
- a three year "Career Plan"
- a personal academic plan supporting the Career Plan
- progress monitoring and reporting of achievement

Note: Each of these Personal Health and Well-Being Goals will be measured and reported annually, using school generated data and data produced by the Health and Well-Being services provider.

4. Key Stakeholders

⁵ These proposed Performance Objective achievement rates for NCEA and University Entrance are comparative to those for European/Pakeha students in 2011. Source: School Leavers by Highest Level of Attainment and Ethnic Group 2008 – 2011.

- 95% of students will rate their schooling experiences as positive
- 90% of parents/caregivers will rate their children's schooling experiences as positive
- 95% of staff will rate their association with the school as positive
- 90% of employers providing work placement opportunities for students will rate the experience as positive

Note: Each of these Key Stakeholder Goals will be measured and reported annually, using school and industry sector generated data.

(c) Outline what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 1(b) above.

Na Koro Ni Vuli's points of difference to current mainstream schooling options in South Auckland provide its key advantages and will ensure its successful accomplishment of its Performance Objectives.

Na Koro Ni Vuli will offer Pasifika students a schooling experience that will be uniquely tailored to their individual and collective interests, aspirations and needs. Other non-Pasifika students wishing to enrol and accepting of the Pasifika nature of the learning environment will enjoy similar benefits. All students will have the opportunity to engage in learning at a school that is committed to enabling them to experience and enjoy success while retaining and promoting their Pasifika identities.

Na Koro Ni Vuli will be able to incorporate the key features of the C-Me Trust's learning model, which has enabled it to successfully engage students in education with a trade industry focus. In acknowledgement of the success of this model, Na Koro Ni Vuli will motivate, support and encourage its students:

- to take pride in themselves
- to believe in their own abilities
- to celebrate their cultural heritage
- to take responsibility for their learning and behaviour
- to have ambitions
- to recognise the connections between the world of work and their schooling
- to set challenging achievement goals for themselves that will enable them to realise these ambitions

Additionally, students at Na Koro Ni Vuli will be in a learning environment within which:

- learning is relevant, meaningful and enjoyable
- learning encompasses the whole person and the personal health and well-being of students is a priority
- learning incorporates cultural values and practices that are familiar and meaningful
- learning includes developing a sense of self and an awareness of community
- learning is focussed on meeting the interests, aspirations and needs of the individual

The limited size of the roll and the learning delivery methodology practised at Na Koro Ni Vuli with its focus on the individual will make it easier too for students to establish the positive and supportive relationships with their Learning Facilitators that is known to be a significant contributing factor in ensuring successful engagement in learning. These relationships will continue during the period of the students' transition into the world of employment or higher learning

Na Koro Ni Vuli's success as a Partnership School will be generated by the collective impact of all of these points of difference.

4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

Part A - Proposed Student Population and Educational Need

1. Profile of the student population

Na Koro Ni Vuli will be located in the suburb of Otahuhu in South Auckland. It will provide education for a total of 135 students at Years 11 – 13. Na Koro Ni Vuli intends to enrol students from the South Auckland catchment area. These students will be entering a Year 11 course programme and in most instances will have been a Year 10 student at a secondary school in South Auckland.

Na Koro Ni Vuli will be targeting Pacific Island students and Pacific Island families represent a significant section of the population in South Auckland. Students from other ethnic groupings supportive of the Pasifika learning environment that will prevail at the school will also be considered for enrolment. Both male and female students will be catered for.

2. Educational Need

(a) Relationship between the student population and the geographic location of the school

Na Koro Ni Vuli will be targeting Pacific Island students and Pacific Island families represent a significant section of the population in South Auckland. Students from other ethnic groupings supportive of the Pasifika learning environment that will prevail at the school will also be considered for enrolment.

Students with High Needs will be welcomed, provided the school is confident of its ability to meet these needs. Any such application will be considered on its merits and a decision on whether to offer a placement will be made accordingly. Na Koro Ni Vuli will be reluctant to enrol a student considered unlikely to succeed at the school, either because the student does not seem sufficiently aligned with the distinctive character of the school, or because the school lacks the specific resources and staffing capabilities needed to meet a student's needs.

(b) How school will provide improved outcomes for Maori, Pasifika, students with special needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school

Na Koro Ni Vuli will deliver improved outcomes for its target student cohort group by comparison with current provision in its catchment area because of the collective impact of its distinctive features. Features that will contribute significantly to improved outcomes include:

- the acknowledgement and appreciation of Pasifika cultures throughout the school environment
- the recognition and promotion of Pasifika values and customs in the operational practices of the school
- the limited roll numbers, which will allow for each student to be well known to all staff and to receive considerable support and assistance on a personal basis
- the level of involvement and support from the parents/caregivers, families and community
- the level of involvement and support from the industry sector
- the role modelling by the school's Learning Facilitators of the skills, capabilities and behaviours being promoted to the students
- the focus on identifying and meeting the learning needs and aspirations of the individual
- the connection of learning to meaningful pathways to further education and employment

- the continued support and encouragement available to students during the period of their transition into the world of employment or higher learning
- the provision of opportunities to students to experience the world of work and gain an appreciation of what is required to be successful in this aspect of life
- the recognition of the importance of ensuring the health and well-being of students to maximise their potential for successful with the implementation of individual Health and Well-Being plans.
- the similar recognition of the contribution access to nutritional food and good eating habits makes to the energy, motivational and attention levels of students with the provision of nutritional breakfasts and lunches

(c) The educational needs of the students the school intends to enrol and the barriers that exist between them and educational achievement

The target student cohort group typically display a number of personal needs the school will seek to address in order for the educational needs of the students to be provided for. These include:

1. Having a sense of purpose and self-worth

Students need to have an appropriate sense of their own self-worth, both as individuals and as members of their communities. Having a sense of self-worth motivates students to see a future for themselves, to have ambitions and to apply themselves to realise these. Without this sense of self-worth, students tend to lack motivation to do anything or have limited interest in applying themselves, as they can see little point in doing so. With it students are much more likely to see the value of education, attend school on a regular basis, complete their learning activities and set achievement goals for themselves.

2. Feeling supported and encouraged

Students need to feel supported so they can seek assistance with their learning when they need to. When this assistance is provided it encourages students to continue on with their learning. If the individual providing the assistance is also encouraging, students are more inclined to apply themselves in their learning.

3. Being accountable

Students need to learn to be accountable for their actions. To be successful in an educational environment they need to learn to take responsibility for their learning and appreciate the benefits of becoming independent, self-directed learners.

4. Feeling valued and appreciated

Students need to feel valued and appreciated by those involved in their education. This is particularly important at an individual level, as well as at a group level.

5. Valuing education

Students need to appreciate the value of education and to recognise how successful engagement in learning will assist them to lead healthy, fulfilling and purposeful lives. These personal needs will require attending to before significant progress can be made in addressing other, more widely acknowledged educational needs. All staff will be involved in initiatives focused on meeting students' personal needs, with Learning Facilitators having an especially important contribution to make in this regard, in light of their close relationship with the students. Evidencing in practice the intended values based learning environment for Na Koro Ni Vuli will be one way in which these needs can be addressed.

Current Barriers:

For many of the cohort group of students targeted by Na Koro Ni Vuli significant barriers stand in the way that have the potential to prevent or compromise their needs being met.

These barriers include:

- limited support networks, resulting in limited access to positive role models, often leading to early non-engagement with the learning process and learning providers

- little appreciation of the value of education, leading to poor attendance and low motivation to achieve
- limited appreciation of the requirements and expectations of employers, often resulting in low employability levels or low job retention levels
- limited understanding of career planning, leading to acceptance of low level, low paid employment and the attendant job security issues of this type of work
- poverty and its attendant issues, including poor diet, poor health and limited life options
- overcrowded home environments, impacting adversely on the ability to complete homework requirements, to rest and to sleep for optimal periods and often exposing the individual to family violence and drug and alcohol abuse
- lack of transport, limiting the ability to engage in a multitude of activities, including those involving sport and after-school employment
- poor physical health and nutrition resulting in debilitating ailments such as obesity and diabetes

(d) How the school proposes to attract these students

Na Koro Ni Vuli will implement a number of strategies to attract its target cohort of students. These will include:

- leveraging off the reputation and high community regard for the C-Me Trust's history of successful educational provision
- establishing MOUs with schools within its catchment area supportive of its educational offering
- utilising its community networks⁶ to promote the school to families
- offering scholarships for a selection of places
- advertising in the media
- promoting the school at community events and occasions

The Sponsor organisation – C-Me Trust – is extremely confident Koro Ni Vuli will meet its enrolment targets, based on feedback from within the community and its experience with demand for places in its current provision.

⁶ These networks will include those listed in Appendix 2

Part B - Curriculum

3. Proposed Curriculum and Delivery

(a) Proposed Curriculum

Na Koro Ni Vuli will deliver a learning programme that with an underlying focus of preparing students for employment in the trade industry sector. However, the learning programme will not be so narrowly focused as to severely limit students' choices should they ultimately not choose this particular employment pathway. Components of the learning programme will reflect the employer priorities of other employment sectors, ensuring students have multiple options to consider when they move on from Na Koro Ni Vuli. One of those options will be further engagement in learning at a higher level, as students completing Year 13 will have the opportunity to complete NCEA Level 3 and to gain University Entrance.

The learning programme will be based on the New Zealand Curriculum. Elements of subject courses at NCEA Levels 1, 2 and 3 will comprise much of the programme. These elements will be selected on the basis of the recommendations and suggestions of the Vocational Pathways documentation with regard to NCEA course selections for students proposing to enter the trades industry sector and will include aspects of English, Science, Mathematics and Technology. Credits gained from successful completion of these course aspects will contribute towards the credit totals necessary for the students to be awarded NCEA at Levels 1, 2 and 3.

Na Koro Ni Vuli proposes to complement these subject course elements with additional learning opportunities consistent with its vision and distinctive character. These learning opportunities will focus on:

- self identity and personal development
- health and well-being
- work experience and career planning
- industry engagement
- cultural knowledge and understanding
- community service

Where possible, students will complete related NCEA units of work in the course of undertaking these learning opportunities in order to gain further credits towards Levels 1, 2 or 3 of NCEA.

Where appropriate, students will also complete relevant industry standards during these learning opportunities, which will contribute towards the gaining of industry sector qualifications.

The ultimate aim of the learning programme at Na Koro Ni Vuli will be to produce graduates reflective of the Student Graduate Profile – self aware, self confident, self responsible individuals, with career and/or higher education aspirations, who are capable, motivated and equipped with the necessary skills, attributes and knowledge to enable them to be positive about their futures and determined to lead rich and fulfilling lives within their communities.

(b) Proposed curriculum delivery approach

Key features of Na Koro Ni Vuli's learning delivery approach will include:

- the focus on the needs, interests and aspirations of the individual
- the development and implementation of individual learning plans (ITLs)
- the progressive development of the skills needed for students to become self-directed learners
- the provision of opportunities for project based learning (PBL)
- the scheduling of group activities
- the progressive development of skills needed for students to become effective and contributing members of teams

- the inclusion of work and community based experience and practicums
- the use of members of the community and the work place as learning facilitators
- the linkage of school based learning to work place and employer expectations
- the contextualisation of learning to ensure its relevance and enhance understanding
- the significant use of digital technology

4. Curriculum Rationale

Na Koro Ni Vuli's proposed curriculum delivery approach will incorporate learnings derived from the experiences of the C-Me Trust in successfully engaging Pasifika students of senior secondary school age and learnings sourced from research focussed on identifying successful strategies for engaging Pasifika students in the learning process.⁷

5. Transition between phases of learning and employment

As students progress through the year levels, greater emphasis will be placed on developing in the students:

- an acceptance of the need to take personal responsibility for their learning
- an appreciation of the expectations and requirements of the work place and employers
- an understanding of the value of work placements
- an awareness of career pathways and the associated educational expectations and requirements

At the completion of their schooling at Na Koro Ni Vuli, Year 13 students will have:

- acquired qualifications that will enable them to obtain employment in the trades industry sector or pathway into higher learning opportunities
- gained an understanding of the requirements and expectations of employees working in the sector through their work placement experiences
- learnt to work both as an individual and as a member of a team
- secured references from individuals and businesses within the sector attesting to their attitude, skills, knowledge and work ethic
- established a network of contacts within the sector that will be of value when seeking employment

For a time immediately after leaving school when the students are transitioning into employment or engagement in higher level study students will continue to be supported by Na Koro Ni Vuli. This continued contact will be undertaken in recognition of the fact that this time of their life will be one of significant potential risk for many of the students as they move from an environment that is familiar, where they are known and where they are among people that have supported and encouraged them into environments that are unfamiliar, where they are not known and where they have no relationship with the people around them.

⁷ Refer to Appendix 4: Articles listed identify considerations for successfully engaging Pasifika students

For a three month period, Learning Facilitators will maintain contact with their students to provide support, advice and guidance as required. At the end of this period an opportunity will also be arranged for these students to meet with the current intake of students to share with them the learnings gained from their experiences during the transition phase. The student's employer or the learning institution the student has progressed to will be informed of this arrangement and the rationale for it.

Part C - Learning Environment and Teaching

6. Instructional Methodology

The facilitation of learning at Na Koro Ni Vuli will be characterised by:

- the implementation of individual learning plans (ITLs)⁸ for each student, which will provide opportunities for students to become independent, self-directed, self-motivated learners
- the use of project based learning (PBL)⁹ to provide opportunities for students to work in groups and learn how to contribute as a member of a team
- the scheduling of work placements within the industry sector to enable students to learn from their actual experience of working environments
- the use of work placement experiences to assist students to appreciate the relevance and importance of their classroom based learning
- the use of digital technology in recognition of its familiarity and appeal to the students and its value as a learning engagement tool
- the contextualisation of learning to enhance the understanding of the students and to ensure its relevance for them
- the promotion of learning to students as an enjoyable, life long process, that brings multiple benefits

7. How the school's Learning Environment, Teaching and Curriculum will support student engagement and achievement

Na Koro Ni Vuli's learning environment, teaching and curriculum will collectively contribute to enhanced student engagement and achievement levels.

The school's learning environment will be one in which students will feel welcome, acknowledged and appreciated. The physical environment itself will include features that reflect the Pasifika focus of the school. Many of the staff will be ethnic Pasifika, with a passion for working with young people and

⁸ All students will have an ITL plan developed for them at their point of entry at Year 11. This plan will identify their Learning Objectives for the year and outline the learning activities the students will be involved in to enable these Learning Objectives to be achieved. These Learning Objectives and the associated learning activities will derive from the programme of learning for the particular year level of the student.

The ITL plan will be devised with input from the student, the parent/caregiver, the supervising Learning Facilitator and the Careers Advisor. The implementation of these plans will be monitored by the Learning Facilitators and the student's Mentor. Progress Reports will be produced on a regular basis to inform parents/caregivers of the progress being made in accomplishing the objectives.

⁹ All students will be involved in Project Based Learning. At times, their involvement in this learning will be linked to their community and work based practicums. The scope and objectives of any project will be determined by the student, the parent/caregiver, the supervising Learning Facilitator and the Careers Advisor. Parents/caregivers will receive updates on the progress of a project and will receive a copy of the summative report on the project.

expanding their life options. The values and practices espoused by Na Koro Ni Vuli will reflect those of Pasifika cultures, so entering the school will feel to students like coming to a place that is familiar to them, where their culture is visibly acknowledged, appreciated and celebrated. They will develop a strong sense of identity with their surrounds that in turn will foster a sense of pride and ownership in the school and a desire to do well to uphold the regard they feel for it.

The teaching approach promoted by Na Koro Ni Vuli and the curriculum on offer will also contribute to high levels of engagement and achievement from the students, in that:

- learning programmes will be aligned with the interests, needs and aspirations of the student, so learning will be more meaningful on a personal level, more interesting and more relevant
- learning will be contextualised to align with the world the students are familiar with, so it will be more understandable and its relevance will be more apparent
- students will be involved in a variety of learning activities, which will assist in ensuring interest levels are high and learning is an enjoyable experience
- students will be involved in work place learning linked to their own future employment and career interests, which will ensure the students are motivated and the learning is relevant and purposeful
- students will appreciate and benefit from the attention given to their personal health and well-being, as their activities in this field will contribute to increasing levels of self-esteem, self-confidence and self-belief and nurture a sense of purpose and expectation for the future.

8. How the school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers to learning of the students

Envisaging the experiences of students enrolled at Na Koro Ni Vuli is perhaps the best way to illustrate how the school will address the specific needs and barriers to learning typically experienced by the cohort group of students being targeted.

- Students entering the school will immediately start to feel at ease as there will be aspects of the physical environment they will feel a connection to.
- Staff they encounter will make them feel welcome and appreciated. Students will soon realise the staff are passionate about their work and committed to supporting them to be successful at this school. They will feel valued from the outset and encouraged to have personal ambitions about their educational goals and the employment field they might aspire to be part of and to start planning how to realise these ambitions. Their sense of self-worth will be enhanced and their self-confidence level will increase.
- When the learning programme is outlined, students will no doubt feel challenged to a degree but also excited about the opportunities available to them. The idea of having a personalised learning plan will appeal to them, as will the prospect of engaging in project based activities. Being able to share their own interests, needs and aspirations and to have these included in their ILPs and PBL will make them feel empowered and increase their interest in and their commitment to learning. They will be made aware that staff have high expectations of them, both in relation to their behaviour and to their achievements. Knowing that staff believe in them and will be very supportive of them in their endeavours will motivate students to work hard to realise the expectations of staff.
- When they are informed about the opportunities to connect with the industry sector they have indicated a strong interest in, the students will begin to appreciate that much of their learning will take place out in the work place, along side those actually employed in this field. While this realisation will possibly make some students feel a little nervous, it will also excite them, as they will see value in gaining first hand experience of the sector they see themselves eventually being employed in.
- Once they have had some experience of the work place, students will have a better appreciation of why their programme of learning includes coverage of particular skills, knowledge and behaviours. Gaining this appreciation will contribute to an increased

commitment from the students to successfully mastering this learning. Motivation levels will increase and non-attendance will no longer be an issue as students will see the relevance and value of their learning.

- Participation in the health and well-being components of the curriculum and enjoying the nutritional meals provided at the school will reinforce a sense of their own worth in the students. They will recognise that others care for them and want them to be fit and healthy. They will also come to realise the personal benefits of being fit and healthy and will start to take more responsibility for being so themselves. In many instances, this self-recognition and the changes of behaviour associated with it in respect of diet and exercise will have a positive influence on the behaviours of the families of the students.

9. Proposed Self-review process

Na Koro Ni Vuli proposes to implement an internal review process that will provide specific feedback from key stakeholders on the school's success in accomplishing its goals and objectives. This process will involve a number of initiatives that will be undertaken annually, all aimed at sourcing relevant information and data that will enable an informed assessment of the school's performance to be undertaken and any responsive actions required to be undertaken.

These initiatives will include:

- surveys of the students, staff, parents/caregivers, industry sector employees and representatives, which provide opportunities for these groups to feedback their thoughts and assessments on specific aspects of the school's performance
- community meetings of those associated with the school, which will provide opportunities for non-parents/caregivers with a connection to the school to input their views
- collection and analysis of school data related to the school's goals and objectives

The Principal will be responsible for ensuring these initiatives are implemented annually and for then ensuring the information and data obtained from these initiatives is collated and analysed and incorporated into a report for presentation to the Governance Board. This report will both findings and any associated recommendations for the Board and Principal to consider.

A summary version of the report will be made available to all of the school's key stakeholders.

Part D - Student Progress and Achievement

10. Qualifications offered

- NCEA Levels 1, 2 and 3
- Trade Certificates at Level 2

11. Tests, measures and assessments

a) Student progress and achievement will be measured, monitored and reported on in the following ways:

Year 11:

- on entry, all students will be assessed for their Literacy and Numeracy skills using appropriate ASTTLE assessments
- Learning Objectives will be established for the year for each student and incorporated into the ILPs that will be developed for each student
- Learning Objectives will include achieving NCEA Credits - including those to meet the minimum requirements for Literacy and Numeracy - towards successful completion of NCEA Level 1
- Learning Objectives will also be established for non-traditional components of the curriculum. These will include Learning Objectives related to:
 - a) - health and fitness
 - b) - work placements

- c) - career pathways
- d) - community service
- Progress Reports detailing the degree to which Learning Objectives have been or are being accomplished will be produced at the end of Terms 1, 2 and 3 and provided to students and their parents/caregivers
- an End of Year Report summarising the degree to which Learning Objectives have been accomplished will also be produced and provided towards the end of Term 4.
- a report outlining and analysing the performance of all Year 11 students enrolled for NCEA Level 1 will be produced by the Principal in February the following year and made available to staff, the Board, parents/caregivers and the wider school community.

Year 12:

- Learning Objectives will be established for the year for each student and incorporated into the ILPs that will be developed for each student
- Learning Objectives will include NCEA Credits – including those to meet the minimum requirements for Literacy and Numeracy Level 2 - towards successful completion of Level 2
- Learning Objectives will also be established for non-traditional components of the curriculum. These will include Learning Objectives related to:
 - e) - health and fitness
 - f) - work placements
 - g) - career pathways
 - h) - community service
- Progress Reports detailing the degree to which Learning Objectives have been or are being accomplished will be produced at the end of Terms 1, 2 and 3 and provided to students and their parents/caregivers
- an End of Year Report summarising the degree to which Learning Objectives have been accomplished will also be produced and provided towards the end of Term 4.
- a report outlining and analysing the performance of all Year 12 students enrolled for NCEA Level 2 will be produced by the Principal in February the following year and made available to staff, the Board, parents/caregivers and the wider school community.

Year 13:

- Learning Objectives will be established for each student for the year and incorporated into the ILPs that will be developed for each student
- Learning Objectives will include NCEA Credits - including those to meet any minimum requirements for Literacy and Numeracy at this level -towards successful completion of Level 3
- Learning Objectives will also be established for non-traditional components of the curriculum. These will include Learning Objectives related to:
 - i) - health and fitness
 - j) - work placements
 - k) - career pathways
 - l) - community service
- Progress Reports detailing the degree to which Learning Objectives have been or are being accomplished will be produced at the end of Terms 1, 2 and 3 and provided to students and their parents/caregivers

- an End of Year Report summarising the degree to which Learning Objectives have been accomplished will also be produced and provided towards the end of Term 4.
- a report outlining and analysing the performance of all Year 13 students enrolled for NCEA Level 3 will be produced by the Principal in February the following year and made available to staff, the Board, parents/caregivers and the wider school community.

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

Many of the students in the cohort group targeted by the school will have had negative experiences in their previous schooling with assessment. For some, this will have been because of their limited literacy and/or numeracy skills and understanding. For others, this might have reflected an aversion to assessments because of a known probability of failure.

Na Koro Ni Vuli recognises it will need to address this issue with some of its students, if the successful learning outcomes it aims to achieve are to be accomplished. It accepts the need for assessment as a means of evaluating the degree to which a student has mastered a particular skill or has the requisite understanding of something. It also accepts the value of an assessment in evidencing the level of achievement or otherwise of a student. What Na Koro Ni Vuli proposes to do however, is reduce the reliance on written forms of assessment when evaluating the progress or achievements of its students. Where there are opportunities to do so, digital technology will be used to produce valid evidence of student achievement. This might involve recording a student doing something or explaining something. It might also involve identification of an individual student's contribution within a group activity. Students with limited initial confidence in their literacy or numeracy skills will often take up this assessment option with enthusiasm.

Learning Facilitators will also be up skilled so they don't place undue emphasis on the assessment aspect of the learning process – something teachers often do unwittingly, which frequently has the unintended effect of lifting the anxiety and concern levels in students. Instead, Learning Facilitators will learn to engage students in an activity without any mention of assessment. Such a mention will only come when the student has successfully completed the activity.

Na Koro Ni Vuli also intends to involve the student more in determining how their learning will be assessed, to encourage them to assume more responsibility and ownership of the learning process. With NCEA related learning there will obviously be limited opportunities for this to occur. However, with non NCEA learning, there will be opportunities. In the Health and Well-being undertakings for example, students will be assisted to establish their own goals and objectives and to decide how successful achievement of these might be best evaluated. Similarly with some of the goals and objectives for work placement undertakings. In both instances, students will be learning about self-responsibility – generally considered a worthy attribute in people.

4.2 SUPPORT FOR LEARNING

Part A - Parent / Family / Whānau / Community involvement

1. ***(a) How our school will work with students, parents, families/whānau and community to promote high attendance levels, school-wide:***

Na Koro Ni Vuli will implement a number of initiatives to involve students, parents, families, whanau and the community in promoting high attendance levels at all levels of the school.

These initiatives will include:

- ensuring the learning opportunities and experiences made available to the students are varied, relevant, meaningful and enjoyable, so that students want to come to school
- promoting success as a desirable experience for all students, providing multiple opportunities for students to experience success - including with regard to attendance - and acknowledging and celebrating success in a variety of ways that affirm its value
- involving parents/caregivers, families, whanau and the community in celebrations of success and ensuring such occasions are meaningful and enjoyable
- using role models and mentors to consistently reinforce positive messages to the students e.g. about the value of education, the importance of regular attendance in achieving success at school, the worth of developing good attendance habits in preparation for life in the work force etc.

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

Na Koro Ni Vuli will develop strong family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations by:

- surveying parents/caregivers to identify practices they would like implemented that will foster and sustain strong family – school partnerships and then implementing such practices where feasible
- operating an open door policy for parents/caregivers of students
- organising regular occasions for parents/caregivers/family and whānau to come into the school to see and learn first hand what students are doing and achieving
- establishing Portfolios of Work for students to take home on regular occasions and share with parents/caregivers
- arranging for students to display work/perform/undertake tasks at appropriate locations within the community and be on hand so people can interact with them
- employing a community liaison worker to liaise with families on a regular basis
- organising events and occasions when parent/caregiver/family/whānau involvement and support is welcomed and acknowledged

(c) How our school will 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:

Na Koro Ni Vuli will utilise its network of contacts with appropriate agencies, organisations and institutions within the community to determine how best to achieve improved levels of support and involvement of parents/caregivers/families/whanau in the learning experiences of the students.

Potential initiatives to assist with this challenge include:

- scheduling home visits by the Community Liaison person accompanied by the Learning Facilitator that works with the student from that home, during which any issues or concerns of parents/caregivers can be discussed and measures implemented to address these
- making Na Koro Ni Vuli a place where parents/caregivers feel welcome they visit and a place where they feel comfortable when they visit so they are not dis-inclined to come into the school when opportunities to do so are presented

- organising presentation evenings for parents/caregivers and the community during which students present, display and discuss their work, staff engage informally with those in attendance and everyone shares in a meal
- arranging opportunities to connect with parents/caregivers during occasions organised by community agencies and organisations

(d) How our school will communicate to parents/families/whānau and community informing on the school's yearly progress and achievements:

Again, Na Koro Ni Vuli will utilise its network of contacts with appropriate agencies, organisations and institutions within the community to determine how best to communicate information on the school's yearly progress and achievements. Particular care will be taken to ensure the information provided is in a format that is easily understood and the language is clear and concise.

Potential initiatives that will be considered include:

- using the scheduled home visits by the Community Liaison person and the Learning Facilitator to provide information to parents/caregivers on the school's Performance Objectives and the progress being made in achieving these
- scheduling time at the Celebration Evenings for parents/caregivers and the community to deliver this information and respond to any queries
- including provision of this information during any presentations made by the school at occasions organised by community agencies and organisations
- including this information in school newsletters and on the school website

Part B - Community Participation

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

Na Koro Ni Vuli will establish a close relationship with community agencies and organisations that serve students attending the school. The sponsoring group - C-Me Trust – already has very positive relationships with many of these agencies and organisations¹⁰ and has received expressions of strong support from them for Na Koro Ni Vuli. The Trust has every confidence that these same agencies and organisations will wish to establish similar supportive relationships with the school.

Members of the Board will have an important role to play in fostering these relationships. Significantly, a number of the individuals under consideration for positions on the Board are prominent members of the community and have strong links with different agencies and organisations. It is anticipated that these individuals will be closely involved in the relationship building process.

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

The proposed process for securing parental support and student enrolments will involve a sequence of undertakings, some of which will be undertaken simultaneously:

- liaising with schools within catchment area and outline the vision and distinctive characteristics of Na Koro Ni Vuli
- identifying supportive schools and provide them with Information Booklets
- implementing a Marketing and Publicity campaign within the community, utilising individuals, groups, agencies and organisations supportive of Na Koro Ni Vuli
- receiving and registering EOIs from interested parents and students
- organising an Open Day to which interested parents and students are invited
- arranging interviews of parents and students to determine enrolment offers
- offering enrolment places

¹⁰ Refer to Appendix 2 for a list of these community agencies and organisations

- confirming enrolment placements on receipt of acceptance of offers
- maintaining a Waiting List and notifying parents/caregivers with students on the list when any opportunity is available to accept an enrolment

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

A number of agencies and organisations that have expressed strong support for Na Koro Ni Vuli have indicated an interest in contributing to the learning opportunities that will be made available to the students.

It is anticipated that once Na Koro Ni Vuli's application to establish is approved, formal discussions will be held with a selection of these agencies and organisations with a view to completing MoUs (Memorandums of Understandings) for differing undertakings related to Na Koro Ni Vuli's operations.

The undertakings envisaged include:

- the provision of industry sector work placements for students
- the provision of mentoring services
- the provision of tools and equipment
- the provision of learning resources for course programmes
- the provision of access to facilities and premises

Expressions of support have already been received from two major tertiary institutions:

- the Manukau Institute of Technology , which will provide access to workshop facilities
- the Open Polytechnic providing, offering students access to industry related Level 2 tertiary courses

Part C - School Organisation and Culture

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

Na Koro Ni Vuli will have its own distinctive character which will be reflected in the way the school is organised and operates. Perhaps the most compelling way to describe Na Koro Ni Vuli's distinctive organisational approach is to start by stating what it will NOT be offering. In most mainstream secondary schools, the students fit the system, which is dominated by the timetable. Typically, a sense of ONENESS prevails:

ONE teacher teaches
 ONE subject to
 ONE class of
 ONE year group of students at
 ONE pace with
 ONE content focus for
 ONE hour in
 ONE classroom

Na Koro Ni Vuli will NOT replicate this educational model.

Na Koro Ni Vuli will deliver education in a uniquely Pasifika environment, which will provide an inclusive, interactive and nurturing learning experience for the students to ensure their health in body, mind and spirit.

Learning will focus on developing the whole person, including his/her intellectual, moral, social, emotional, physical and spiritual capacities.

The scheduling of Health and Well-Being sessions and the provision of nutritious breakfasts and lunches evidence Na Koro Ni Vuli's commitment to this focus. Fit, healthy, well fed young people are known to be easier to engage in learning and more receptive to such engagement than those where these aspects are absent.

Programmes of learning will be determined by the interests, aspirations, capabilities and needs of the individual. Individual Learning Plans (ILPs) will be developed for all students. These will provide the framework for their learning undertakings.

Project Based Learning (PBL) will also be a feature of the students' learning experiences. PBLs will be used to illustrate the connectedness of learning and the group basis – or team basis – of much of the learning that occurs in the workplace. As such, PBLs are also intended to enhance the relevance and value of what is being learnt.

Within Na Koro Ni Vuli's learning environment, the emphasis will be on providing appropriate quality of time to engage and complete learning undertakings. Although the school day will operate to a daily schedule, considerable time will be allocated for the learning sessions and these sessions will not be interrupted by bell systems or a need to move to another classroom to become involved in a different subject.

Learning Facilitators will have high expectations of all the students. Although they will have individual responsibility for the achievement and well-being of a particular group of students they will also be required to work as a team to ensure the achievement and well-being of all the students. The limited roll numbers will be an important contributing factor in enabling this objective to be accomplished.

Na Koro Ni Vuli subscribes to the belief that it takes a whole village to educate a child. Accordingly it proposes to use others within the community and the business sector with relevant and valuable skills, experiences and capabilities to assist the Learning Facilitators in their work of engaging, motivating, encouraging and supporting the students in their learning. The school will identify and approach such individuals, verify their credentials and character and then arrange for them to make themselves available to the students as experts, mentors and role models. The C-Me Trust already has a number of such individuals in mind, some of whom have previously offered their services in support of the school.

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

Na Koro Ni Vuli will operate for the minimum number of days required by the MOE each year. These days will be incorporated into four school terms, with term dates approximating those indicated by the MOE.

Na Koro Ni Vuli's daily hours of operation will generally be from 7.45 am until 4.15 pm. A typical daily schedule for a student at Na Koro Ni Vuli will involve:

7.45am – 8.15am : Health and Well-Being Session
8.15am – 8.45am: Breakfast
8.45am – 9.00am: Morning Briefing
9.00am – 11.00am: Learning Sessions
11.00am – 11.15am: Morning Break
11.15am - 12.30pm: Learning Sessions
12.30pm – 1.15pm: Lunch
1.15pm – 3.15pm: Learning Sessions
3.15pm – 4.00pm: Supported Study
4.00pm – 4.15pm: Tidy Up/De-Briefing

Learning Sessions will be used for ITL time, PBL time, Work Placement time, Group/Whole Year Level time. Most formal assessments will be expected to be undertaken during Learning Sessions, although a different time might be considered more appropriate for some – e.g. Health and Well-Being related assessments might be undertaken during the morning health and Well-Being sessions.

Work Placements within the industry sector will be scheduled for all students. The number of Work Placements undertaken by a student will increase as the student progresses up through the year levels:

- Year 11: 3 Work Placements
- Year 12: 4 Work Placements
- Year 13: 5 Work Placements

Some students might be scheduled for more than the standard number of Work Placements where this is considered to be beneficial for the student. Such additional Work Placements will only be scheduled with the approval of the parents/caregivers of the student involved.

During breakfast and lunch, students will be rostered on a weekly basis to assist with the preparation and presentation of these meals and the cleaning up of the dining room facilities. Students will also be rostered for duties at the end of the day Tidy Up. These duties will include the cleaning of the school premises and the preparation of the dining room facilities for the following day.

Opportunities to participate in Extra/Co-curricular activities will be offered to the students. The exact nature of these activities will be determined following consultation with the students and their parents/caregivers. There is an expectation that Na Koro Ni Vuli will enter individuals and teams in some of the cultural and sporting events and competitions organised for secondary school level students in South Auckland, once student interests and preferences are known and coaching and management support is arranged.

Morning Briefing sessions will be scheduled for the staff and students each day from 8.45am – 9.00am. During these sessions any changes to arrangements for the day will be outlined, notices read out and information provided on matters of interest.

Staff Meetings will be scheduled on the first school day of each week from 4.15pm – 5.15pm. These meetings will be agenda based and minuted.

Full Day Staff Training and Development Sessions will be scheduled each term. The agenda for these will be planned well in advance and each session will conclude with an evaluation of the value of the day.

At the start of each school year two Staff Only Days will be scheduled during which time:

- new staff will be welcomed and inducted
- a report on the Performance Objectives for the previous year will be presented and discussed
- the Performance Objectives for the impending year will be confirmed and discussed
- the annual School Calendar will be completed

At the end of each school year two Staff Only Days will be scheduled during which time:

- the Findings and Recommendations of the year's Internal Review will be presented and discussed
- preparations for the following year will be undertaken
- departing staff will be farewelled

Parent/Caregiver Conferences will be scheduled:

- 4 weeks into Term 1
- at the mid-point of Terms 2 and 3
- Week 2 of Term 4

At the first Parent/Caregiver Conference, parents/caregivers will receive an update on how their child has settled in at Na Koro Ni Vuli from the Learning Facilitator. At subsequent conferences

parents/caregivers will receive a performance progress report and will be able to discuss any aspect of this and any related matters with the Learning Facilitator.

New students and their parents/caregivers will be invited to a Welcome Evening in Week 10 of Term 4.

Departing students and their parents/caregivers will be invited to a Farewell Evening two weeks before the end of Term 4.

All students and their parents/caregivers/families/supporters will be invited to a Celebration of Success Evening at the end of Term 4.

Part D - Safe Learning Environment

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

The Management Team, staff, Board, parents/caregivers and community will have high expectations of the students, with regard both to their behaviour and to their performance. These expectations will be made known to the students on a regular basis. Expectations held of the students will be derived from the Student Graduate Profile¹¹, copies of which will be displayed throughout the school.

Implicit within this Student Graduate Profile is an expectation that students at Na Koro Ni Vuli will display a number of attributes, including being:

- passionate about learning
- effective communicators
- problem solvers
- reflective thinkers
- caring
- community conscious
- self-responsible
- self-accountable
- respectful and supportive of others
- honest

Such attributes will reflect the behaviours that will be espoused and role modelled at Na Koro Ni Vuli, behaviours that will become an integral feature of the school's culture.

Initially, in its establishment year, much of this role modelling is expected to be provided by the staff, Board and members of the community and industry sector associating with the school. However, it is anticipated that from the second year of its existence, Na Koro Ni Vuli's Year 12 students will assume much of this responsibility and in its third year, this responsibility will be assumed by both the Year 12 and Year 13 students. Each subsequent new intake of Year 11 students will then be entering a school where the behavioural and achievement expectations are not simply expounded by staff, but are evidenced in practice by the student body.

One of the main behavioural expectations of all students will be to realise their potential and to achieve success. Students will be expected to participate in the opportunities made available to them and they will be encouraged and supported to do this.

Na Koro Ni Vuli believes one of the positive outcomes of the school's learning environment and operational culture will be to minimise the number of behavioural issues or concerns involving students. It acknowledges that there will be some instances where the behaviour of a student is

¹¹ Refer to Section 1 (a) of this submission document for the specific content of the Student Graduate Profile

unacceptable, as some of the expected behaviours will need to be learnt and learning sometimes involves making mistakes, especially where adolescents are involved. In such instances, one of Na Koro Ni Vuli's objectives will be to work with the individual concerned to gain his/her acceptance of responsibility for his/her actions and to be held accountable for his/her unacceptable behaviour. The actual consequences that will be applied will vary according to the circumstances and the specific behaviour/s involved.

Na Koro Ni Vuli will NOT be a Zero Tolerance school. Parents/caregivers will be informed from the outset of any unacceptable behaviour and will have the opportunity – along with the student and in some situations the recipient/s of the unacceptable behaviour – to have input into determining an appropriate consequence. Where unacceptable behaviour is deemed to be of the highest order, the consequences will ultimately be determined by a Behaviour Management Committee. Membership of that committee will include a member of the Senior Management Team, the Learning Facilitator responsible for the student and two representatives of the Board. The consequence ultimately decided will take into account the well-being of the individual and of the other students and the staff. The approach taken will typically align more with Restorative Practice than with other more punitive approaches.

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

Na Koro Ni Vuli will be a school where students are encouraged to take responsibility for their actions and to accept that there will be consequences for their actions. Students will understand that where their actions impact adversely on the safety and well-being of others, including their peers and members of the staff, these consequences are likely to be more severe.

Students will be made aware of the expectations held of them with regard both to behaviour and achievement from the moment of their initial expression of interest in Na Koro Ni Vuli. These expectations will be reiterated at the time of their enrolment and subsequent entry into the school. Staff will issue reminders when required and will also role model the expected behaviours themselves, as will other students, particularly in the higher year levels.

Members of the staff will be expected to deal with behaviour matters of a lower order involving the students they are associated with. Staff will be able to seek advice and guidance from members of the Senior Management Team when determining the most appropriate course of action to follow in these situations. Where a staff member believes the behaviour of concern is of a higher order and the Senior Management Team concurs, the matter is handed to the Senior Management Team to deal with. If the matter is deemed to be of the highest order – i.e. of a serious nature or having the potential to be serious – the Senior Management Team will involve the Behaviour Management Committee in determining the consequential outcome.

In each of these scenarios, relevant Policies and Procedures will be developed and implemented to ensure the processes involved comply with the provisions of the Education Act and any other relevant legislation and support the concept of “natural justice”.

Details of any behavioural issues or concerns will be documented in the records of the student involved and the Behaviour Management Committee will maintain records of its meetings and the outcomes it determines for any student behaviour matter it deals with.

Part E - Professional development for teachers, administrators and other school staff

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

(a) How the Sponsor/s and/or the management team will be involved in the design and identification of such opportunities

Professional Training and Development programmes for all staff will be developed by the Senior Management Team with significant input from the staff members themselves.

All staff involved in the establishment phase of Na Koro Ni Vuli will participate in two weeks of Induction, Orientation and Training and Development sessions linked to the vision and distinctive character of the school.¹² During these sessions staff roles and responsibilities will be affirmed and any training and development needs that require addressing to enable staff either individually or collectively to fulfil these roles and responsibilities will be identified. Measures to provide the necessary up skilling or enhancement of capabilities will then be agreed upon and a prioritised schedule implemented.

In January of the first year of operation, immediately prior to the start of Term One, all Na Koro Ni Vuli staff will attend two Staff Only Days¹³ to undertake various tasks in preparation for the opening of the school and the provision of learning to the students. These tasks will include confirming the Performance Objectives for the year. Any additional Training and Development needs of staff will be identified during these two days.

These needs will be addressed during the regular Staff Only Days that will be scheduled each term. Sessions organised for these days will focus not only on previously identified needs of staff, but also on areas of staff interest and educational developments and issues of national interest relevant to Na Koro Ni Vuli.

Two further Staff Only Days will also be organised towards the end of Term Four. These days will be used to review the Findings and Recommendations of the school's Internal Review, identify any training and development needs arising out of this review, draft Performance Objectives for the following year and produce a draft of the following year's Annual Plan.

The Staff Appraisal programme implemented during the year will also inform the Training and Development Programme for the following year. The appraisal process will be designed both to affirm the strengths and capabilities of the staff individually and collectively and to identify aspects of professional practice where improvement is considered necessary or desirable.

In many instances, it is anticipated that the staff members themselves will identify these aspects for improvement and suggest possible measures that might be considered to enable them to be addressed. In other instances, students and parents/caregivers might identify these aspects and potential measures to address them when they provide their feedback during the staff appraisal process.

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

The proposed Training and Development Programme outlined in (a) will include potential for the provision of support and mentoring to any members of the teaching staff who might not be formally trained, qualified and registered teachers. Such a need will emerge during the initial two weeks of Induction, Orientation and Training and Development, if it has not already been identified previously. A staff member with such a need will be provided with the necessary support and mentoring by the other members of staff and the Staff Appraisal programme used to monitor the progress being made by the individual concerned in achieving the expected standard of performance.

That said, it is important to note Na Koro Ni Vuli will not presume formally trained, qualified and registered teachers necessarily possess all of the skills, attributes and capabilities required to enable them to perform successfully as Learning Facilitators at the school. It is expected that all staff will need to be given training in the use of ITLs and PBL and other aspects of the school's vision and distinctive character in order for these to be fully evidenced in practice.

External providers involved in the delivery of learning at Na Koro Ni Vuli will be included in this training. It will be a condition of their contract and the necessity for it will be made clear during the initial phase of any contract negotiations.

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

¹² Refer to the Implementation and Establishment Plan for Na Koro Ni Vuli in Appendix 6

¹³ *ibid*

As stated previously in this submission document, the priority students for Na Koro Ni Vuli will be Pasifika students from the South Auckland region. The Training and Development programmes referred to will ensure all staff at Na Koro Ni Vuli – including administration staff and external providers – will be appropriately knowledgeable about the vision and distinctive character of the school and sufficiently skilled and capable to ensure its success.

The Staff Appraisal process – which will extend to all staff – will enable the individual and collective needs of staff to be identified and addressed within the Training and Development programme. The fact that students and parents/caregivers will be able to contribute their feedback during the appraisal process and so help inform the Training and Development programme will serve to strengthen the ability of Na Koro Ni Vuli to continually improve the quality of the learning experiences and opportunities it provides for students at the school.

5 BUSINESS PLAN

PART A – Governance, Management and Administration

1. Describe your proposed structures and design rationale covering:

a) Governance

Na Koro Ni Vuli will be governed by a Board of Trustees comprising 8 members. At least two of these members will be members of the C-Me Trust, the Sponsor organisation for the school. One of these two members will assume the chairperson role on the Board. The representation of the C-Me trust on the Board will serve to recognise and affirm the strong, supportive relationship that will exist between the two entities.

Membership of the initial Board of Trustees will be by appointment of the Sponsorship organisation. Consideration will be given to the skills/capabilities/experiences needed for the Board to be successful when potential Board members are being assessed. For example, experience in establishing new initiatives will be a factor that will be taken into account when appointing the initial membership.

The Principal will be an ex-officio member of the Board and will report to and be accountable to the Board.

At least one Parent will be represented in the membership of the Board.

The inaugural term of office of the Board will be two years to make it easier for individuals with the specific skills/capabilities required for the establishment phase to accept the offer of appointment. The types of people being sought tend to be busy but can often manage a commitment of only two years when a longer period would be untenable. Thereafter, the term of office for Board members will be three years.

Board members will be eligible for re-appointment for a maximum of two terms of office.

Post the establishment phase, the terms of office of each Board member will be scheduled to ensure no more than two Board positions become vacant at any one time. This will mitigate the risk of a major loss of skills/capabilities occurring at the end of a term of office for the Board.

When a vacancy occurs on the Board, nominations will be called for from individuals interested in taking up the vacant position. Board members may approach a person of interest and progress a nomination. The Board members still serving will make the final selection of the successful nominee. In making their selection, the Board will be mindful of the skills/capabilities/experiences needed on the Board and take into account those previously provided by the retiring member/s. The retiring Board member/s will not be involved in this selection process.

The Board will elect a Chair and a Deputy Chair. It will also employ the services of a Board Secretary who will be accountable to the Board Chair and responsible for various tasks including organising the meeting venue, preparing and disseminating meeting material, recording the minutes and arranging travel and reimbursements for Board members.

The Board will establish Committees with delegated responsibilities to enhance its operational efficiency. These committees will report to the Board and may co-opt non-Board members to assist with fulfilling their responsibilities. The first Committees to be established will be a Property and Finance Committee and an Appointments Committee.

Membership of governance body

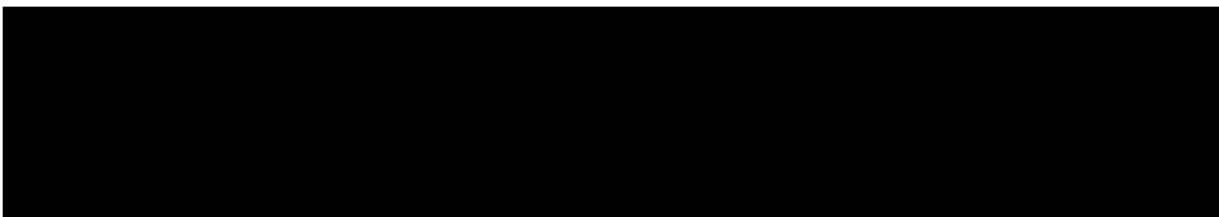
Individuals with the requisite skills/capabilities/experiences identified as essential to ensuring the successful establishment of Na Koro Ni Vuli will be approached to ascertain whether they are willing to serve on the inaugural Board of Trustees.

The skills/capabilities/experiences being sought include:

- experience in establishing new initiatives
- in depth understanding and experience of the educational sector
- evidence of innovative thinking and practice
- financial management experience

- business and trade industry sector experience
- familiarity with Pasifika community agencies/organisations
- understanding of and empathy with Pasifika cultures
- governance experience

Some initial contact has already been made with a number of individuals considered to have the required skills/capabilities and experiences. A number of these individuals are current serving members of the C-Me Mentoring Foundation Trust Board. Other individuals contacted include the following:



b) Management

s 9(2)(a) OIA

Management of Na Koro Ni Vuli will be the responsibility of the Principal. The Principal will be supported in this role by the Operations Manager. Detailed Person Specifications and Job Descriptions will be available for both positions.¹⁴

The Principal will be appointed by the Board. A major role of the Principal will be to provide professional leadership for the school. As such, the incumbent will be responsible for ensuring the vision for the school is evidenced in practice in terms of its distinctive aspects, the learning delivery approach, the learning outcomes and the Graduate Student Profile.

The Principal will be required to oversee all teaching and learning within the school and all provision involving external providers and will ensure all associated standards and expectations are understood and upheld.

The Principal will also be responsible for the recruitment and appointment of all staff, for the provision of staff training and development opportunities and for the staff appraisal process, although other members of staff or members of the Board may be assigned responsibilities related to these undertakings too.

The Operations Manager will be a member of the initial Senior Management Team. The Operations Manager will be appointed by the Principal and an Appointments Committee of the Board. Although the Principal will be ultimately responsible for these aspects of the school's operations, this individual will have delegated responsibility for Property, Finances, Resources, Systems and Services. The Operations Manager will be expected to work closely with and be accountable to the Principal.

c) Administration

An Administration Support person will provide administrative services to the Senior Management Team and staff. Initially this position will be only a 0.5 position. However the individual appointed will also be offered the role of Secretary to the Board, to provide for a full time position.

As the school roll increases to its 135 student maximum, it is anticipated that the demands for administrative services will be such that the Administration Support position will become a full time position in its own right.

When this situation eventuates, another person will be appointed to a part time position as Secretary to the Board.

d) Sub-contract arrangements (if applicable).

Na Koro Ni Vuli intends to enter into a number of contractual arrangements with external providers for the provision of specific services considered pivotal to Na Koro Ni Vuli's distinctive character and the realisation of its vision and Performance Objectives.

¹⁴ Refer to Appendix 7: Staff Selection Policy, Application Form, Job Descriptions, Generic Person Profile

These specific services are likely to include:

- the provision of meals
- the provision of a health and well-being programme
- the provision of Trades workshop facilities
- the provision of cultural advice and guidance

In all instances where external providers are involved, contractual agreements will be documented and signed that will detail the role and responsibilities of the respective parties, the expected outcomes of the provision of service, the term of the agreement, the cost and payment schedules of the provision and the process to be followed in the event of any concerns or disputes related to the quality of provision.

All such contractual agreements will be devised and implemented with input from a member of the legal profession.

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

The Sponsor organisation – C-Me Mentoring Foundation Trust – and Na Koro Ni Vuli will have a close, supportive relationship but will initially operate as separate entities. The relationship between the two entities will be defined in an MOU that will outline the respective roles and responsibilities and expectations of both parties.

In brief, the Na Koro Ni Vuli Board will provide the governance services to the school. The Principal will be accountable to this Board. The Board and Principal will be able to access the support, advice and guidance of the C-Me Mentoring Foundation Trust on an “as needed” basis. Two positions on the Na Koro Ni Vuli Board will be filled by members of the C-Me Mentoring Foundation Trust. These members will be responsible for providing regular updates on Na Koro Ni Vuli to other members of the C-Me Mentoring Foundation Trust.

During the establishment period of the school, it is anticipated that the Principal and Chairperson of Na Koro Ni Vuli will meet with the C-Me Mentoring Foundation Trust at least once a year and provide members with an update on progress, significant developments and achievements.

As indicated previously, the C-Me Mentoring Foundation Trust currently oversees the very successful **Trades at School** programme that services 17 secondary schools in South Auckland. To date this programme has been provided at no cost to the schools involved. However the C-Me Mentoring Foundation Trust has been notified recently that the funding it receives to deliver this programme might not be forthcoming indefinitely. If that possibility eventuates and schools are unwilling or unable to fund the programme, the C-Me Mentoring Foundation Trust will review its future and might opt to phase itself out of existence. This is not likely to occur before 2016, by which time it is expected that Na Koro Ni Vuli will be well established and operating successfully.

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

For Na Koro Ni Vuli to be successful, key stakeholder groups such as the staff, the students, the parents/caregivers and the community will need to feel a sense of ownership and commitment to the school. This will be achieved by involving them in the decision making processes, to ensure the operational aspects of the school have their support, reflect their viewpoints and values and evidence practices that have their approval.

Staff will have input into key decisions in a number of ways. They will have opportunities to contribute to the development of the Annual Plans that will detail how the Performance Objectives for the school will be accomplished. Each year they will also participate in an Annual Review, during which current practices and procedures will be evaluated and informed suggestions invited on new or different approaches worth considering. Throughout the year regular staff meetings will be scheduled that all staff will attend – not just members of the teaching staff. At these meetings staff will have the opportunity to contribute to decision making on a wide range of issues, particularly those connected to the day to day operations of the school.

Students will have input into the decision making process through a Student Forum that will be established for this purpose. This Student Forum will be convened each term. Student members will be elected from the student body and the Principal or a member of the Senior Management Team will

be in attendance. The Student Forum will provide students with an opportunity for their voice to be heard and for them to be formally consulted on matters affecting them within the school.

Parents/caregivers will have a representative on the Board. They will also be able to attend Parent Evenings that will be scheduled during the year. These occasions will include opportunities for parents/caregivers to be informed on a variety of matters - including developments planned for the school - and to offer their thoughts and opinions in response.

The community will have numerous opportunities to contribute to the decision making of the school through the various community based meetings and occasions that the Principal will be in attendance at during the year. It is expected that the Principal will be invited to provide updates on Na Koro Ni Vuli to those present and that the opportunity will be taken by the Principal to seek input and feedback on matters of interest to the community.

PART B - Planning and Establishment

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

Implementation and Establishment Plan

A detailed Implementation and Establishment Plan is provided in APPENDIX 6, along with a provisional budget.

PART C - Finance

- 5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.***

A proposed Financial Plan is provided in APPENDIX 8. The provisional Annual Budgets for the period 2014 – 2016 are incorporated into the Financial Forecast.

- 6. Financial Forecast for period 2014 - 2016***

A Three Year Financial Forecast is provided in a separate Microsoft Excel workbook in Appendix 9.

- 7. Supplementary Funding: Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school¹⁵, indicating:***

a) what this funding will be used to provide:

n/a

b) what the nature of the relationship between the school and the funder will be.

n/a

- 8. Financial Systems and Procedures:***

(a) Financial Management: indicate financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

Relevant policies, procedures and practices related to the Na Koro Ni Vuli's financial management will be implemented by the Board on the advice of the Property and Finance Committee. These are detailed in the Financial Plan provided in Appendix 8 and include measures to mitigate financial risk.

(b) Audits: indicate provisions for conducting annual audits of the financial operations of the school; and

An annual audit of Na Koro Ni Vuli's financial operations will be undertaken using the services of approved school auditor.

(c) Insurance: indicate types and levels of insurance that you propose as required to operate a PSKH.

¹⁵ A number of individuals and organisations have indicated interest in supporting the school with donations of funding and/or resources and have requested an approach be made once notification of approval has been received. All have asked that their identity not be disclosed at this point in time.

Insurance cover for Na Koro Ni Vuli will be organised by the C-Me Mentoring Foundation Trust to take advantage of the premium cost benefits that will be available from extending its current coverage as opposed to establishing new, separate cover. The scope of coverage will include vehicles, resources and equipment, Indemnity and Public Liability.

PART D - Facilities

9. Proposed Facilities:

a) Location

It is proposed to establish Na Koro Ni Vuli in the Pacific Business Trust Centre at 733 Great South Road in Otahuhu.

b) Type of Property Arrangement

Na Koro Ni Vuli will lease premises from the Pacific Business Trust. It will negotiate a lease agreement with the Pacific Business Trust for space within the Pacific Business Trust Centre, where the C-Me Mentoring Foundation Trust is currently based. The lease agreement will detail the terms and conditions for the use of this space and outline the responsibilities and expectations of both parties.

A letter of support from the CEO of the Pacific Business Trust¹⁶ affirms this property arrangement and indicates that for the first year of operation, Na Koro Ni Vuli will not be charged any lease fee. The letter further supports in principle a willingness to consider continued, extended use of the Pacific Business Trust Centre in subsequent years to accommodate the increased roll, subject to mutual agreement on the usage details.

c) Permanent Site

n/a

d) Present Options

In recognition of the possibility that the Pacific Business Trust Centre might not be able to be the permanent site for Na Koro Ni Vuli in the long term, other site options will need to be investigated and assessed. This process has already started and a number of potentially suitable premises have been identified in the South Auckland region.

Once notification of approval has been received, consideration of these options will intensify, with a view to having a Plan B available for Na Koro Ni Vuli's long term location, should the availability of the Pacific Business Trust Centre site on this basis not be confirmed.

e) Renovations Planned

n/a

f) Financing Plans

The Three Year Financial Forecast includes provision for lease costs for premises for the school. Although it would be expected that the landlord would meet the costs of any renovations needed to make the premises "fit for purpose", the Financial Forecast also includes provision for minor funding for such work.

10. Asset Management: Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

Asset Management will be the responsibility of the Operations Manager.

The Principal and the Property and Finance Committee of the Board will oversee the performance of the Operations Manager with respect to Asset Management.

An Asset Management Policy and Procedures reflective of "best practice" will be developed by the Operations Manager and approved by the Board for implementation.

¹⁶ Refer to Appendix 10 for a copy of the Letter of Support and a Floor Plan of the property.

In brief, this policy will provide for the establishment of an Asset Register and the regular maintenance and updating of this register to ensure the information it contains is accurate and current.

The policy will also require the school to use the services of an appropriately qualified and experienced accountant to provide advice and guidance with regard to effective and compliant administration of the Asset Register.

Property Management will be the responsibility of the Operations Manager.

The Principal and the Property and Finance Committee of the Board will oversee the performance of the Operations Manager with respect to Property Management.

The main facility proposed for Na Koro Ni Vuli will be leased from the Pacific Business Trust and care will be taken to ensure the obligations and expectations of both the landlord and the leasee with regard to maintenance are clearly indicated in the Lease Agreement.

Other facilities students at Na Koro Ni Vuli will access in the course of their learning programmes will be accessed on the basis of MoUs with the owners or operators. Again, care will be taken to ensure the obligations and expectations of both the owner/operator and Na Koro Ni Vuli as the leasee with regard to maintenance are clearly indicated in the MoUs.

The services of an appropriately qualified and experienced Property Lawyer will be used to draw up the MoUs and actual Lease Agreements to ensure all applicable codes and standards are complied with and the terms and conditions of the lease are fair and reasonable.

PART E – Enrolment and School Marketing

11. Outreach to the community

Describe how the school and its program will:

(a) be publicised throughout the community:

The school and its programme will be publicised throughout the community in a variety of ways using a number of different initiatives, including:

- through articles and advertisements in the print media
- through presentations at community events and occasions
- through presentations to church groups and community organisations
- through the distribution of Information Booklets to supportive schools

Care will be taken to ensure promotional and publicity practices align with the distinctive characteristics of the target community.

(b) target parents/family/whanau who may not be engaged in their child's learning:

m) The school will target parents/family/whānau who may not be engaged in their child's learning by using its Community Liaison Officer, who will liaise with community agencies and organisations to identify any with a relationship with the family concerned. The advice and guidance of any agency or organisation with a relationship with the family will be taken into account before any contact is made with the family.

(c) identify and develop relationships with community organisations:

The school will leverage off the relationships already established by the C-Me Mentoring Foundation Trust with community organisations that can assist in engagement with parents/family/whanau.

(d) advise the community of a proposal to convert an existing school:

n/a

12. Future expansion and improvements

Na Koro Ni Vuli proposes to implement the following Enrolment Plan for the first five years of its operation:

a) Roll:

YEAR	2014	2015	2016	2017	2018
PROPOSED ROLL	YEAR 11: 45	YEAR 11: 45	YEAR 11: 45	YEAR 11: 45	YEAR 11: 45
		YEAR 12: 45	YEAR 12: 45	YEAR 12: 45	YEAR 12: 45
			YEAR 13: 45	YEAR 13: 45	YEAR 13: 45
TOTAL ROLL	45	90	135	135	135

b) Facilities:

Na Koro Ni Vuli proposes to expand its school facilities in line with its roll growth. In 2015 and again in 2016 it proposes to increase the floor space leased from the Pacific Business Trust. This will see the original floor space provided for the initial 45 student intake expanded to accommodate the full roll of 135 students. Most of the additional floor space acquired will be converted into learning spaces.

A Letter of Support has been provided by the Pacific Business Trust confirming its willingness to consider progressively increasing the floor space at the Pacific Business Trust Centre in accordance with the proposed Enrolment Plan, subject to agreement on usage details. A Plan B has been developed to provide other facility options should the proposed increase of the floor space at the Pacific Business Trust Centre not eventuate. This will involve leasing different premises. Enquiries with real estate agents have confirmed the availability of a number of suitable premises.

Workshop sessions for the first year of operation will be delivered in fully equipped facilities provided by the Manukau Institute of Technology on its Otara campus. Increased access to these facilities in line with the proposed roll growth will be sought for the second and third years of operation. Again, a Plan B has been developed should the proposed increased access not eventuate. This will involve Na Koro Ni Vuli establishing its own workshop facility.

Health and Well-Being sessions will be delivered at the premises of the contracted provider. It is anticipated that the full roll of 135 students will be able to be scheduled into sessions at these facilities without any need for access to additional facilities.

The Kitchen/Dining facility of the Pacific Business Trust Centre will be able to cater for the initial roll of 45 students. In the longer term it is proposed to develop an area of the Ground Floor into a dedicated kitchen/dining room for Na Koro Ni Vuli in order to accommodate the proposed full roll of 135 students. If it eventuates that this is not possible and Plan B becomes necessary, the premises secured in its place will include a Kitchen/Dining facility, or one will be installed. Additional tables and chairs, cutlery and crockery will be purchased in line with the increasing roll numbers in 2015 and 2016.

c) Staffing:

Na Koro Ni Vuli will progressively increase its staff numbers in line with its roll growth to ensure student: teaching staff ratios remain at optimal levels and the quality of the learning opportunities available to students remains consistently high.

The Staffing Plan provided in Section C, Part 1 details how staff numbers will be increased at Na Koro Ni Vuli in line with roll growth.

d) Resources:

Na Koro Ni Vuli will similarly progressively increase its teaching and learning resources in line with its roll growth and will ensure its annual budgets provide for such increases. Key resources to be acquired will include digital technology items, learning resource materials and classroom furniture.

PART F - Other

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

n/a

6 OPERATIONS PLAN

6.1 STUDENT POLICIES AND PROCEDURES

PART A - Timeline for Registering and Enrolling

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

Na Koro Ni Vuli will have an Enrolment Policy and Procedures ¹⁷that will be implemented for the 2014 school year. A draft of this Enrolment Policy and Procedures has been produced and will be available for the Board to ratify. A copy is provided in Appendix 12.

The Enrolment Policy and Procedures outline the criteria to be applied in the enrolment process, the process to be followed in the event of suitable applications being received in excess of the placements available and the proposed timelines for the Registration of Interest phase through to the Confirmation of Enrolment phase. Obviously adherence to these proposed timelines will be dependent on the timing of the notification to establish. The dates provided assume this notification will be received by late June 2013.

In brief, the enrolment policy profiles the type of student Na Koro Ni Vuli is intending to target for its intake.

The actual enrolment process will involve:

- Notification to the community network of the approval to establish and the opportunity to obtain an Information Booklet that outlines the distinctive character of Na Koro Ni Vuli, the Enrolment Policy and Procedures and the Enrolment Timeframe (July 2013)
- Acceptance of Expressions of Interest (July to 31 August 2013)
- Open Day (14 August 2013)
- Interviews (9 – 20 September 2013)
- Confirmation of Placement (25 September 2013)
- Start Date (3 February 2014)

PART B - Policies and Procedures for Withdrawal, Suspension and Expulsion of Students

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

As stated previously, Na Koro Ni Vuli will not be a Zero Tolerance school. However, it will be a school with high standards and high expectations and students will be required to assume responsibility for their actions and to accept their will be consequences where these actions involve unacceptable behaviour.

Na Koro Ni Vuli will develop and implement a Behaviour Management Policy and Procedures that will include information on the process that will be followed in instances of unacceptable behaviour by a student.

In general it is not anticipated that the suspension or exclusion of a student will be a frequent occurrence at Na Koro Ni Vuli. The preference will be for other consequences to be applied for unacceptable behaviour where such options are available and considered appropriate.

¹⁷ Refer to Appendix 11 for a copy of the draft Enrolment Policy and Procedures

Where unacceptable behaviour is considered to be sufficiently serious, with the potential to lead to a stand down, suspension or even exclusion of a student, the consequences will ultimately be determined by the Behaviour Management Committee.

In determining the consequence to be applied, that committee will take into account a number of factors, including:

- the circumstances in which the unacceptable behaviour occurred
- the previous history of the student with such or similar behaviour
- the degree of remorse shown by the student
- the likelihood of any similar unacceptable behaviour occurring in the future
- the impact of the unacceptable behaviour on other students, staff and the community
- the potential impact of consequences under consideration on the well-being and future prospects of the individual concerned
- the potential impact of consequences under consideration on the well-being and future prospects of the other students, staff and the community

Throughout its determination process, the Behaviour Management Committee will be mindful of and uphold the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines. Due process will be followed at all hearings in accordance with the practice recommended or required in these situations.

The Behaviour Management Committee will ensure that in all hearings, the student concerned, the Learning Facilitator responsible for that student, the parents/caregivers of the student and the mentor of the student all have an opportunity to address them during any hearing. The input these parties provide will be used to assist in ensuring the decision made by the committee is an informed one and fair and just.

PART C - Grievance Process

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

A draft Grievance Process has been developed for Na Koro Ni Vuli. It proposes the following procedures be followed in the event of a parent, student or staff member having an objection to a Board policy or decision, administrative procedure or practice at the school:

DRAFT GRIEVANCE PROCESS for NA KORO NI VULI

1. Individual communicates concern to relevant party
 2. Individual accepts response provided by relevant party and undertakes no further action
- OR
3. Individual escalates concern in writing to a higher-level authority (e.g. Principal) indicating in the process his/her/their dissatisfaction with initial response provided by previous relevant party and seeking a meeting to present the concern
 4. Meeting held with higher authority at which concern is presented by individual/s and receives a response
 5. Individual/s accept/s response provided by higher level authority and undertakes no further action

OR

6. Individual/s escalate/s concern – again in writing – to even higher-level authority (e.g. Board) and receives a response

7. Meeting held with even higher authority at which concern is presented by individual/s and receives a response

8. Individual/s accept/s response provided by even higher level authority and undertakes no further action

OR

9. Individual/s escalate/s concern – again in writing – to Ministry of Education and receives a response

10. Individual/s accept response provided by Ministry of Education

OR

11. Individual/s escalate/s concern – again in writing – to Appeal Authority and receives a final determination

6.2 PERSONNEL

PART A – Key Leadership Roles

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

A number of individuals have been identified with the potential to undertake either of the two key leadership roles in Na Koro Ni Vuli – those of the Principal and the Operations Manager. However, no individuals have yet been specifically approached and invited to apply for either of these positions.

The Sponsor organisation believes it would be premature for this to occur, on the basis that the proposed school has not yet been approved and the recruitment and appointment process for these two positions will be the responsibility of the Na Koro Ni Vuli Board of Trustees.

Job Descriptions for the Principal and Operations Manager positions have been drafted. Once ratified by the Board, these documents will be made available to interested individuals, along with information on the Appointment Process.

Job Descriptions have also been drafted for the positions of Administration Support and Learning Facilitator. Others will be developed for the positions of Trades Training Learning Facilitator, Health and Well-Being Facilitator and Industry/Tertiary/Community Liaison Facilitator¹⁸.

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

Na Koro Ni Vuli will look to employ staff of the highest standing in all positions within the school. Where no applicant for a position appears to meet this requirement, that position will be re-advertised.

Evidence of an understanding of and a commitment to the vision for the school and a passion for working with young people will be considered essential attributes of all successful applicants.

A generic Person Profile¹⁹ has been drafted to identify the specific skills, capabilities and experiences that will be required of Learning Facilitator staff at Na Koro Ni Vuli. This Person Profile has been derived from the vision and distinctive character of the school and will be used to inform the evaluation of applicants during staff appointment processes. It is anticipated that many of the skills, capabilities and experiences identified in this particular profile will also be included in person profiles for other staffing positions at the school.

Person Profiles²⁰ will be included in the Information Package that will be made available to individuals expressing interest in positions within the school, together with the Person Profile, Job Description and Application Form²¹.

PART B - Qualifications of School Staff

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

¹⁸ Refer to Appendix 7

¹⁹ Refer to Appendix 7

²⁰ Refer to Appendix 7

²¹ Refer to Appendix 7

A rigorous recruitment process will be implemented by Na Koro Ni Vuli to ensure staff with the requisite skills and capabilities are appointed. Specific attributes have been identified for each staffing position and inform profiles developed for these positions. Evidence of the attributes identified will be sought in applicants for the respective positions.

Every successful applicant for the Learning Facilitator positions will not be required to be registered teachers or holders of a teaching qualification in recognition of the fact that some very competent teachers are neither. Other requirements are considered of more importance in the selection process. However, it is expected that a majority of those appointed to Learning Facilitator roles - between 60 – 70% - will be registered and holders of a teaching qualification, given that a significant number of the applicants are expected to be currently practising teachers.

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

A Staff Recruitment and Appointment Policy and Procedures will be developed and implemented that incorporates generally accepted “best practice” in these operational undertakings. This policy will apply to all staff appointments.

Staff vacancies will be well advertised to ensure the best possible field of applicants.

Individuals interested in applying for positions at Na Koro Ni Vuli will be able to access a Person Specification, a Job Description, an Appointment Schedule and an Application Form on line. Print versions of these documents will also be available on request.

The Application Form requires two Referees to be identified who will provide a character reference and testify to the skills, capabilities and experience of the applicant.

The Application Form also requires applicants to respond to questions related to their personal health and their legal records and sign a declaration verifying the accuracy and completeness of their responses.

Within the Application Form the applicant will be informed that the Police vetting will be undertaken on applicants of interest before any offer of position is made.

The Board will be responsible for the appointment of the Principal and will assist the Principal to appoint the Operations Manager. All other appointments will be the responsibility of the Principal, although the Principal may involve others in the appointment process.

Once applications are received, a short-list will be drawn up of applicants of interest. These applicants will have matched up well with the Person Specification and offer the skills, capabilities and experience implicit in the Job Description. Short-listed applicants will be Police vetted and if no concerns emerge from that process they will be invited to undergo an interview. Interviews will be used to further assess the worth and potential of the applicants and to assist in determining whether an applicant is an appropriate “fit” for the school. A criteria matrix will be used to identify the successful applicant. One of the most important attributes sought in all successful applicants will be a commitment to the vision for the school and a passion for working with young people. An offer of position will be made as soon as possible after the interview process concludes and once this offer is accepted, employment terms and conditions agreed to and a start date negotiated, arrangements will be made for the successful applicant to visit and meet with staff.

Throughout the recruitment process, every effort will be made to keep applicants well informed and to deal with them in a professional manner. Applicants will be notified of any changes to the Appointment Schedule, of the receipt of their application, of their short-listing etc.

PART C – Staffing Plan

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

PROPOSED STAFFING PLAN FOR NA KORO NI VULI FOR THE PERIOD 2014 TO 2016

YEAR	2014	2015	2016
ROLL NUMBERS	YEAR 11 45 YEAR 12 45	YEAR 11 45 YEAR 12 45	YEAR 11 45 YEAR 12 45 YEAR 13 45
TOTAL ROLL	45	90	135
STAFFING	Principal Operations Manager .5 Administration Support 2 Learning Facilitators 1 Trades Training Facilitator .25 Health and Well-Being Facilitator .5 Kitchen Manager .5 Industry/Tertiary/Community Liaison Facilitator	Principal Operations Manager .5 Administration Support 4 Learning Facilitators 1.5 Trades Training Facilitators .5 Health and Well-Being Facilitator .5 Kitchen Manager 1 Industry/Tertiary/Community Liaison Facilitator	Principal Operations Manager .5 Administration Support 6 Learning Facilitators 2 Trades Training Facilitators .5 Health and Well-Being Facilitator 1 Kitchen Manager 1 Industry/Tertiary/Community Liaison Facilitator
TOTAL STAFFING	9 6.75 FTEs	11 9.0 FTEs	12 11.0 FTEs
TEACHER: STUDENT RATIOS	4.00FTEs* : 45 students = 1:10	7.00 FTEs** : 90 students = 1:12.8	9.50 FTEs***: 135 students 1:14.2

*Learning delivery will be provided by:

- 2 Learning Facilitators
- 1 Trades Training Facilitator
- .25 Health and Well-Being Facilitator
- .25 Industry/Tertiary/Community Liaison Facilitator
- .25 Principal
- .25 Operations Manager

**Learning delivery will be provided by:

- 4 Learning Facilitators
- 1.5 Trades Training Facilitator
- .5 Health and Well-Being Facilitator
- .5 Industry/Tertiary/Community Liaison Facilitator

- .25 Principal
- .25 Operations Manager

***Learning delivery will be provided by:

- 6 Learning Facilitators
- 2 Trades Training Facilitator
- .5 Health and Well-Being Facilitator
- .5 Industry/Tertiary/Community Liaison Facilitator
- .25 Principal
- .25 operations Manager

Rationale for Roll Numbers:

Based on C-Me Mentoring Foundation Trust's experience with its ***Trades at School*** programme 45 students is a realistic number to recruit each year at a Year 11 entry point. In 2012, well over 300 Expressions of Interest were received for the 45 placements available in this programme.

Practical Workshop sessions will operate on a ratio of one Trades Training Facilitator to 15 students. A year level group of 45 students can be divided into three to produce the required ratio.

Again, based on C-Me Mentoring Foundation Trust's experience with its Trades at School programme, 45 is an appropriate number of graduates to produce at the end of Year 13 to meet the employment needs of the industry sector, taking into consideration some students will be going into higher education.

In proposing 45 students at each year level, it is not assumed that there will be 100% retention from Year 11 to Year 12 or from Year 12 to Year 13. While it is anticipated that the retention rate will be very high – in the 90% range – it is accepted that for a variety of reasons, a small number of students will not progress from one year level to the next. In this situation, the school will notify the community of any vacancies in a particular year level and invite applications for enrolments in the year level concerned. Where a Waiting List has been established, families of those students will be contacted in the first instance and an offer of placement made.

PART D – Employment Policies

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

Na Koro Ni Vuli will develop and implement a number of policies and procedures on staff employment and related matters that reflect the intent of the Board to be a "good employer".

All staff at the school will be valued and appreciated and their contributions to the success of the school recognised and acknowledged.

Evidence of a commitment to the vision for the school and a passion for working with young people will be looked for in applicants for all staff positions during the recruitment and appointment process.

Job Descriptions and Person Specifications will be developed for all positions and made available to interested applicants. A Staff Selection Policy²² will apply for all recruitment and appointment processes.

All staff will be employed on Individual Employment Contracts (IECs). All contracts will be for an initial period of 12 months, with a right of renewal for a further, longer specified period/s on the basis of

²² Refer to Appendix 7

acceptable performance in the position. All contracts will include an outline of the role and responsibilities of the staff member. Contracts will also include a section detailing the processes and the timeframes to be applied when a staff member wishes to resign and when a staff member is dismissed.

Staff salaries and wages will be negotiated with each staff member at the time an offer of employment is made. In general, salary and wage levels will reflect those of comparative positions within the schooling sector. One point of difference will be the provision of staff incentives. Entitlement to such incentives will be determined by the degree to which the staff member achieves the Performance Objectives contained in their annual Performance Agreement. One of these incentives will be in the form of a Staff Scholarship which will entitle the recipient/s to funding to meet the costs of travel, accommodation and living expenses while undertaking a research project involving an aspect of learning provision linked to Na Koro Ni Vuli's vision and distinctive character.

Assessment of performance will be undertaken through the Staff Appraisal process. All staff will be appraised annually against Performance Objectives mutually agreed to and documented in an annual Performance Agreement.

Training and Development opportunities will be made available to all staff. These will be documented in annual Training and Development Programmes that will be devised for all individual members of staff. The focus of the Training and Development will be on enhancing the professional performance of staff. Feedback from staff, students, parents/caregivers, the industry sector and the community will be used to inform the coverage of the Training and Development sessions.

PART E - Volunteers and Contractors

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

a) the possible roles:

Na Koro Ni Vuli proposes to use a number of volunteers and contracted individuals to assist it to accomplish the school's mission and goals.

The types of roles it is expected such volunteers and contracted individuals will undertake include:

- kitchen staff assistants
- adult supporters for out of school excursions
- cultural upskilling facilitators
- health and well-being session facilitators
- community liaison for fostering home – school relationships
- mentoring of the students

b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals:

The Principal will supervise and monitor the performance of all volunteers and/or contractors involved in the provision of learning at Na Koro Ni Vuli. He/she will also organise their provision schedules, their access to facilities and resources and their training and development programmes. All volunteers will attend Staff Only Days and participate in the sessions focused on the school's vision, distinctive character and annual Performance Objectives to ensure they have an appropriate level of understanding of their responsibilities and expectations with regard to these aspects of the school.

The Operations Manager will supervise and monitor the performance of all volunteers and/or contractors involved in the provision of services not involving learning provision. He/she will also organise their provision schedules, their access to facilities and resources and their training and development programmes. Where it is considered appropriate, this category of volunteers will also attend Staff Only Days and participate in the sessions focused on the school's vision, distinctive character and annual Performance Objectives to ensure they too have an appropriate level of understanding of their responsibilities and expectations with regard to these aspects of the school.

c) how they will be identified, vetted and trained:

Volunteers will be sourced from the stakeholder networks of both Na Koro Ni Vuli and the C-Me Mentoring Foundation Trust and are likely to include parents, caregivers, community members and local business people. All volunteers will be Police vetted and will undergo reference checks. The selection process for volunteers will include an assessment of their skills, experiences and attributes and an evaluation of the degree to which these align with the role they are being considered for. All volunteers will be required to undergo training where this is considered necessary or beneficial to their ability to fulfil the role they have been assigned.

Contractors will be selected on the basis of specific criteria, which will include known performance in the provision of the services being sought by the school.

PART F – Performance Management and Appraisal

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

Na Koro Ni Vuli will implement a Performance Management and Appraisal process that:

- is indicative of the importance the governance Board attaches to these practices
- is reflective of the distinctive characteristics of the school
- is relevant, meaningful and of value
- is on-going throughout the school year

Key features of the Performance Management and Appraisal process will include:

- the identification of annual Performance Objectives for all staff at the start of the school year, these to be determined by the individual involved together with the Senior Management Team and to include any Recommendations from the previous year's appraisal process
- the scheduling of three observation sessions – two notified in advance and one unnotified – to enable the appraisal of staff performance in practice
- the provision of regular training and development opportunities for all staff, linked to identified needs and interests and Recommendations from the previous year's appraisal process
- the requirement of staff to undertake visits to other comparative learning institutions/organisations of interest to look for exemplars of practice potentially of value to Na Koro Ni Vuli
- the scheduling of a mid-year Performance Objectives Progress Review for all staff
- the use of self-assessment and feedback from peers, students, parents/caregivers and the Senior Management Team to inform appraisal outcomes
- the use of both written and digital recording to evidence the appraisal process

6.3 **LEGISLATIVE AND HEALTH AND SAFETY**

PART A – Health and Safety

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

Appropriate Policies and Procedures²³ will be developed and implemented to ensure Na Koro Ni Vuli meets and maintains the required health and safety standards for New Zealand secondary schools.

These Policies and Procedures will be approved by the Board, documented in the school's Quality Management System and reviewed on a regular basis.

The Operations Manager will be responsible for developing drafts of these Policies and Procedures, forwarding them to the governance Board for approval and communicating them to staff once they have been approved. During the drafting process, the Operations Manager will be required to source input from relevant key stakeholder groups, including staff, students, the parent communities and industry sector representatives.

All staff will have individual and collective responsibility for evidencing the health and safety related Policies and Procedures in practice. However, the Operations Manager will assume overall responsibility for ensuring all staff have the requisite level of understanding and will implement measures to achieve this.

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

Na Koro Ni Vuli will implement a number of measures to ensure the safety of staff and students at all times. These will include:

- implementing specific Health and Safety Policies and Procedures
- requiring all staff appointees undergo an appropriate police check
- requiring visitors sign in and wear a Visitor badge
- rehearsing emergency evacuation procedures
- applying safety practices in all practical workshop sessions
- ensuring safety requirements are understood and observed during work placements
- displaying safety requirements in the form of posters and notices
- including a section on Health and Safety in the Staff Handbook
- reviewing health and safety practices on an annual basis during the Internal Review process

PART B - Records and Information Management

3. Describe your proposed systems for:

a) Recording enrolments, attendance and achievement and maintaining school records to provide any information required by the Government

Na Koro Ni Vuli will operate the KAMAR Student Management System to record enrolment, attendance and achievement data and to maintain school records in accordance with the requirements of Government and to provide validated data for any compliance purposes. The Student Management System component of KAMAR will be used specifically to:

- register enrolments
- monitor attendance
- record and report on achievement

²³ Refer to Appendix 5: Health and Safety Policies and Procedures

- record leavers and leaver destinations

Na Koro Ni Vuli will also operate the XERO system to:

- manage and monitor finances
- maintain an asset register
- remunerate staff

All staff not familiar with the KAMAR system will receive appropriate training from KAMAR Training Advisors to enable them to become competent and confident users. Staff appointed in 2013 requiring such training will be identified at the two day Staff Only Day scheduled prior to the start of the school year.

In subsequent years, all new staff requiring training in the KAMAR system will receive training as soon as practical immediately after commencing their employment at Na Koro ni Vuli.

Similar training arrangements will be made for staff using the XERO system.

b) Maintaining school records to provide any information required by the Government

As documented in a) above