


7 Assumptions, Risks and Caveats

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

Reference	Type (A / R / C)	Subject	Comment
1. THAT the MOE will confirm funding entitlements for the Na Koro Ni Vuli at the time of notification of approval 2. That Na Koro Ni Vuli will be entitled to a Set-Up funding 	A	Funding	Proposed undertakings will assume an element of risk if funding not forthcoming soon after notification of approval as any undue delay will generate significant pressures.
	s 9(2)(b)(ii)	OIA	
3. THAT funding will be provided to the Board in the form of bulk grant instalments with the first instalment being provided in June 2013.		Staffing	
4. THAT funding entitlements will include provision to recruit and employ a Principal 6 months prior to the 2014 school opening date and to recruit and employ other members of staff 3 months prior to the 2014 school starting date.		Budgets	
5. THAT the Principal will visit to meet with Board in August 2013 prior to taking up appointment.			
6. THAT some of the Key Tasks identified will be undertaken simultaneously.			
7. THAT those responsible for undertaking Key Tasks will be able to delegate responsibility to others or seek contributions from others to enable a task to be completed.			
8. That budget schedules similar to those devised for other recently established schools of comparative size will be appropriate			
1 THAT the initial site secured for Na Koro Ni Vuli will not be available long term	R	Property	A property Plan B will be available. Level of community interest suggests this is most unlikely Again, level of interest suggests this is most unlikely Once again, level of interest indicates this extremely unlikely Degree of planning and preparation
2 THAT sufficient skilled, experienced, capable individuals will be available for Board positions			
3 THAT sufficient skilled, experienced and capable individuals will seek staffing			

positions			already undertaken will mitigate this risk
4 THAT insufficient numbers of students will apply to enrol			
5 Tight timeframe available for Implementation and Establishment period			

8 Applicant Declaration

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

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants]	agree / disagree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree / disagree
Collection of further information:	The Applicant authorises the evaluators to: a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. to use such information in the evaluation of the Applicant's Application.	agree / disagree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	agree / disagree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	agree / disagree
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree / disagree
Ethics:	The Applicant warrants that in submitting this Application it has not: a. entered into any improper, illegal, collusive or anti-competitive arrangements with any	agree / disagree

	<p><i>competitor</i></p> <p>b. <i>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</i></p> <p>c. <i>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</i></p>	
Offer validity period:	<i>The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.</i>	
Applicant interview	<i>The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.</i>	agree / disagree
Declaration:	<p><i>The Applicant declares that in preparing this Application it:</i></p> <p>a. <i>has provided complete and accurate information in all parts of the Application, in all material respects</i></p> <p>b. <i>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</i></p> <p><i>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</i></p>	agree / disagree

DECLARATION

This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.

This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.

Signature:

Full name:

Title / position:

Date:

9 APPENDICIES

9.1 APPENDIX 1 - Statistics on Pasifika Secondary School Students in New Zealand

School Leavers by Highest Level of Attainment and Ethnic Group 2008-2011. [Source: Education Counts]

	European/Pakeha %	Maori %	Pasifika %
<u>NCEA Level 3 or higher [or its equivalent]</u>			
2008	45	19	21
2009	49	20	27
2010	46	19	25
2011	49	23	28
<u>NCEA Level 2 or higher</u>			
2008	75	49	62
2009	75	48	60
2010	74	48	59
2011	77	51	63
<u>NCEA Level 1 or higher</u>			
2008	87	69	79
2009	87	66	77
2010	86	66	76
2011	88	69	78
<u>University Entrance</u>			
2008	43	16	17
2009	44	15	18
2010	43	14	17
2011	44	15	18
<u>No Qualification</u>			
2008	13	31	21
2009	13	34	23
2010	14	34	24
2011	12	31	22

Pasifika Males/Females 2011

	Males	Females
Level 3 or higher	22	34
Level 2 or higher	58	69
Level 1 or higher	75	81
U.E.	14	22
No Qual.	25	19

9.2 **APPENDIX 2 - Community Consultation**

- West Fono Health Trust – 18,000 enrolled patients. Located in South, Central and West Auckland
- Tongan Methodist Church New Zealand – 20,000 members in Auckland
- Fiji Community Association of Auckland – I am the current President.
- Tuvalu Community
- Raise Pasifika – the voice of Pacific education in Auckland
- Samoan and Cook Island Churches and communities
- Industry – engineering, manufacturing, steel construction, Aviation and Building and Construction.
- Industry Training Organisations – Competenz, Apprentice Training New Zealand, Skills NZ and BCITO
- Ministry of Pacific Island Affairs
- ASB Community Trust
- Pacific Business Trust
- Manukau Institute of Technology
- Unitec
- Steel Construction New Zealand
- Manufacturing Maintenance NZ
- Air New Zealand Aviation Institute
- Employers Manufacturing Association

9.3 APPENDIX 3 – Article: The Labour Market and Skills in Auckland (March 2013)

The Labour Market and Skills in Auckland

March 2013

Executive Summary

Auckland, along with cities around the world, has faced a number of significant economic challenges in the last four years. These challenges have been reflected in significant job losses, worsening unemployment and underemployment, and an increased rate of disengagement from the labour market, particularly for young Aucklanders and Māori and Pasifika communities.

As Auckland recovers from the recent economic downturn, it will have the opportunity to refocus the economy toward productive, innovative industries that provide valuable jobs and contribute to an improvement of living standards for all Aucklanders. Auckland will, however, face a number of challenges along the way, both in relation to retraining and up-skilling a workforce that has faced high levels of economic uncertainty and disruption in recent years, as well competing with other cities looking to innovate, grow and recruit skilled workers from around the world.

Both the Auckland Plan and Auckland Economic Development Strategy provide a framework for building a more thriving, innovative Auckland. The Economic Development Strategy proposes to bring about positive change through five priorities: focusing on growing a business-friendly and well-functioning city, developing Auckland as an innovation hub, becoming more internationally connected and export driven, growing skills and a local workforce, and developing a creative and vibrant city. Together, the Auckland Plan and Economic Development Strategy highlight Auckland Council's commitment to leading, facilitating and brokering improvements to Auckland's skills and labour market. This report contributes to this process by applying data and information to illuminate the critical issues for Auckland. It provides much needed baseline data that will enable tracking future progress.

In order to best make use of the opportunities ahead, Auckland needs to know where and in what industries there are the greatest challenges and opportunities, as well as where its economic, education, and social development efforts are, and are not having an effect. In short, Auckland needs high quality data.

This report attempts to address this need by bringing together a wide range of data relating to the labour market and skills training in Auckland. The report is split into five broad sections, providing analysis on: the overall state of the labour market, the demand for labour, the supply of skills, the mismatch between supply and demand, and future challenges facing Auckland.

The overall state of the labour market

Data on the overall state of the Auckland labour market show that the Auckland economy experienced a significant shock in 2008 and 2009. Over this period, employment declined; unemployment rose; the likelihood of an unemployed individual remaining unemployed increased; and disengagement from the labour market, in the form of joblessness, became more widespread.

While the shocks associated with the economic downturn were felt widely, the negative effects were felt particularly strongly by young Aucklanders, and by Māori and Pasifika communities, many of whom were affected by the loss of lower-skilled jobs from 2008 onwards. For these groups, high unemployment and joblessness has reflected a worsening of employment options and a reduction in the ability to compete for jobs with other workers in the labour force. Over the last four years unemployment has reached highs of 34% for 15-19 year olds, 16% for 20-14 year olds, and 18% for

both Māori and Pasifika; over the same period, joblessness has reached highs of 50% for 15-19 year olds, 22% for 20-14 year olds, 25% for Māori and 27% for Pasifika.

Interestingly, however, despite the widespread deterioration in the conditions of youth over the last four years, there appear to have been some improvements in the NEET rate for 15-19 year olds, indicating an increase in young people in this age group staying in education or training. The improvement has been particularly notable for Māori 15-19 year olds.

While Auckland's economy has recovered somewhat from the lows of 2009 and 2010, conditions have deteriorated over the second half of 2012, such that some economic indicators were worse in late 2012 than during the financial crisis. In December 2012, the overall rate of unemployment remained high at 7.2%; the likelihood of a given individual remaining unemployed from one quarter to the next was at 40%; the overall joblessness rate was 12.3%; and the underemployment rate was 5.3%.

The demand for labour

Data reflecting the level of demand for labour in Auckland shows that, in line with decreases in employment and increases in unemployment, job availability decreased significantly between 2008 and 2010. During this period over 15,000 jobs were lost per year, reflecting a loss of 1.1% of all jobs per annum. Low and medium skilled jobs were most affected, with growth of -1.9% and -2.9% per annum, respectively. These figures were driven by large losses for machinery operators and drivers (-3.0% p.a.), technicians and trades workers (-2.6% p.a.), and clerical and administrative workers (-2.5% p.a.).

Between 2010 and 2012 all major occupations returned to positive growth. However, growth continued to be higher in highly skilled (3.6% p.a.) and medium-to-highly skilled (3.8% p.a.) occupations, than in medium skilled (1.6% p.a.) and low skilled (2.4% p.a.) occupations. During this time the greatest growth occurred amongst labourers (4.1% p.a.), community and personal service workers (3.9% p.a.), professionals (3.6% p.a.) and managers (3.6% p.a.).

Analysis of both job creation (described above) and job openings due to replacement demand (demand created by workers leaving their jobs) shows that the relative contribution of replacement demand is increasing over time. Between 2002 and 2008, replacement demand accounted for only 30% of all job openings, whereas it accounted for 43% of all job openings in 2010-2012. In medium and low skill occupations, replacement demand accounted for over 50% of all job openings in 2010-2012. It is likely that this trend will continue into the future as the population ages and an increasing number of workers retire.

The loss of jobs during 2008-2010 can be seen clearly in changes in the rates of online job vacancies over the last five years. The Jobs Online Skilled Vacancy Index provided by the Department of Labour (now the Ministry of Business, Innovation and Employment), shows that the number of advertised vacancies within skilled occupations in Auckland had, by 2009, dropped to approximately half of May 2007 levels. Although the number of vacancies recovered in 2010-2011, from mid-2011 onward job openings have remained stagnant, at approximately 80% of the number of vacancies advertised in May 2007.

The stagnant nature of online vacancies masks a number of interesting industry and occupational differences. Consistent with findings relating to negative job growth, construction and engineering experienced the sharpest decline in job vacancies over 2008-2009, with most other industries experiencing similar, but less severe declines.

Two industries that were less affected by the recession in 2008-2009 were healthcare and medical, and education and training. While they have both experienced some degree of decline in the last four years, in October 2012, both industries continued to have approximately 40% more vacancies than in May 2007. Most other industries remain at or below May 2007 levels, with some (e.g., hospitality and tourism) making a slow recovery, and others (e.g., accounting, HR, legal and admin) remaining relatively depressed over the last four years.

Direct surveys of employers show that, in December 2012, a relatively small percentage (7.9%) of businesses reported that labour was their main constraint on growth, as would be expected with the high rate of unemployment and therefore significant number of individuals looking for work. From 2010 onwards, however, a number of these employers reported an increasing difficulty finding both skilled and unskilled workers. This pattern of findings shows that while current demand for labour is being satisfied adequately for most businesses, such that the growth of most businesses is not being significantly constrained by difficulties recruiting appropriately skilled individuals, employers are nevertheless finding it increasingly difficult to find the right workers to fill vacant positions.

The supply of skills

Investigation of the qualification profile of Aucklanders shows a population with significant capacity for up-skilling.

Approximately 44% of Aucklanders have low document literacy and 51% have low numeracy, meaning that close to half of the population has some degree of difficulty reading items such as maps or timetables, and finds basic mathematical problems difficult to solve. Those with low literacy and numeracy are more likely to have a lower education, have English as a second language, and not use a computer at work. This indicates, rather unsurprisingly, that low literacy and numeracy are in large part an education issue. It also indicates that individuals with low literacy and numeracy may find it difficult to adjust to increasing technology use within the work place.

The 2006 census showed that 18% of Auckland's population had no official qualification and 37% had only a school qualification, indicating that, along with low literacy and numeracy, the majority of Aucklanders have lower skills. At the other end of the skills spectrum, approximately 13% of Aucklanders had a bachelor's degree, and 5% had a higher degree.

While these figures may have improved since the 2006 census, more recent statistics also provide cause for concern. In 2011, 13% of all school leavers left school with no qualifications, and 10% left with only NCEA Level 1. Underlying these overall trends are persistent and significant ethnic inequalities, with 27% of Māori and 20% of Pasifika school leavers in 2011 leaving school with no formal qualifications. While some of these individuals may undertake further training, a significant number will enter the workforce with very low, or no qualifications. Individuals who have no, or low qualifications are ill equipped for an economy that is moving away from low-skilled jobs, and as a result are likely to be more strongly impacted by economic downturns and the restructuring that often accompanies them. For an economy that is looking to move toward a greater proportion of high-skilled, high-productivity jobs, an oversupply of low-skilled workers represents unused capacity and potential.

An investigation of post-secondary school qualifications attained in the mid 2000s shows that the highest numbers of qualifications were achieved in management and commerce, and society and culture. Significantly fewer qualifications were achieved in information technology, natural and physical sciences, engineering and related technologies, and in health. In addition to the overall lack of qualifications in information technology, the majority of qualifications in this field were at level 5 and 6 diploma level, reflecting a relatively low level of training in this field. Increases in training in information technology, science, engineering, and health, in particular, are necessary as the economy moves toward higher skilled employment.

While qualifications are inevitably a blunt proxy for skills, these findings, when viewed together, show that there are a significant number of Aucklanders who would benefit from increased education and skills training. Given the disparities in educational attainment and levels of literacy and numeracy noted above, individuals in lower socioeconomic communities are likely to most strongly benefit from such education and training. Any response, therefore, should be targeted with these individuals in mind. Such up-skilling is crucial if Auckland is to transition into a highly skilled, highly productive economy, and if it is to successfully compete for workers with other cities looking to do the same.

In addition to qualification-related issues, there are indications that the current workforce lacks a number of soft skills that are necessary for successful functioning at work. In a recent survey of key

Auckland businesses, the majority of employers expressed difficulty finding workers with the enthusiasm and drive, persistence, work ethic, professionalism, and conscientiousness required for the job. As a result, many of the employers reported that soft skills are becoming increasingly important in hiring decisions.

Upskilling of the current workforce is one answer to the significant proportion of low-skilled workers in Auckland; immigration of highly skilled workers is another. Auckland, as a relatively small city by international standards, is highly sensitive to migration flows, both into and out of the city. While Auckland experiences a net loss of migrants to Australia each year, these losses are offset by a larger net gain from other countries.

The trend in recent years has been one of net positive migration of highly skilled and medium-highly skilled workers, and a net negative migration of medium skilled and low skilled workers. In 2012 this expressed itself as net positive migration of professionals (representing a total of 0.6% of all professional jobs) and community and personal service workers (0.1%), and net negative migration of machinery operators and drivers (-0.9%), sales workers (-0.4%), technicians and trades workers (-0.2%), and labourers (-0.2%).

Interregional migration too has an influence on Auckland's economy. An analysis of census data shows that incoming migrants into Auckland from other regions in New Zealand are more highly skilled than both resident Aucklanders and outgoing migrants, indicating that Auckland benefits significantly from the movement of highly skilled and highly qualified individuals around New Zealand.

The match between supply and demand

A workforce, and by extension an economy, is most productive when the skills of workers match the skills required for their jobs.

The data relating to Auckland paint an interesting picture. From late 2009 onwards, employers have reported increasing difficulty finding appropriately skilled workers, despite a persistently high unemployment rate. A disconnection between ease of finding labour and the availability of willing workers (as represented by the unemployment rate) points to a poor match between the skills of workers and the needs of employers. An investigation of the relationship between the unemployment rate and the number of advertised vacancies over time (a Beveridge Curve analysis) shows that the quality of labour matching worsened in Auckland between 2010 and 2012. Together, this evidence suggests that the match between the skills that workers possess and the skills that employers require worsened in 2010-2012.

An additional method used to investigate the match between supply and demand in the present report is the calculation of a ratio between job vacancies and job applicants. All else being equal, an increase in the number of applicants per vacancy indicates an increase in supply relative to demand. The SEEK Employment Index (SEI) provides monthly, up-to-date information on the number of advertised vacancies per online application received. This index shows an overall decline in the ratio in 2008-2009, indicating an increase in the number applications per vacancy, and thus an overall increase in the supply of labour. Although the ratio recovered somewhat in 2009-2010, indicating a slight decrease in competition amongst applicants for vacancies, from 2011 onwards the SEI has remained static at below pre-recession levels. This continued low ratio indicates that there continues to be high competition amongst workers for available jobs, as indicated by a high number of applicants for each advertised position. Such a pattern is consistent with a persistently high unemployment rate over the last four years.

Further analysis of SEEK data shows that while the relationship between vacancies and applicants has remained static for the majority of sectors in 2011-2012, four industries have shown notable changes in the vacancy-applicant relationship. In three of these sectors – healthcare and medical, construction, and accounting – there has been an increase in advertisements relative to applications, indicating that competition amongst workers is likely to have eased since 2010. The divergence has been most dramatic for construction, with strong increases in advertisements in 2012, with no

commensurate increase in applicants. The divergence in construction may be indicative of a future skills shortage.

In contrast to the three industries discussed above, where conditions (for workers) appear to be improving, applications within the legal field between 2010 and 2012 have risen faster than job ads during the same period. Conditions for job seekers in this industry are likely, therefore, have become tighter and more competitive, relative to November 2010 levels.

Additional SEEK data relating to occupations also complements the above analyses. The SEEK top five most competitive occupations (i.e., those with the highest number of applicants per vacancy – often hundreds of applicants per vacancy) in August 2012 were retail assistants, administrative assistants, sales representatives/consultants, business/systems analysts, and customer service - call centre. The SEEK top five most difficult to fill occupations (i.e., those with the fewest number of applicants per vacancy) in August 2012 were business services and corporate advisory, civil/structural engineering, automotive trades, legal secretaries, and ICT consultants.

The above analyses all attempt to identify industries or occupations where the skills of available workers are poorly matched to the needs of employers, but do so primarily by investigating the relationship between available workers (either unemployed individuals or job applicants) and job vacancies. In order to better investigate the supply-demand match, Auckland Council commissioned an analysis of the adequacy of post secondary training for filling job vacancies (arising from both job creation and replacement demand) The analysis compares qualifications achieved in different fields of study at different qualification levels with job openings in each field of study. The product of this analysis is a ratio of qualifications to job opening, which provides insight into areas of over and undersupply of skills.

The analysis shows that throughout the mid 2000s there were significant shortfalls in the number of people training particularly in information technology at bachelor or higher degree level, and in engineering and related technologies at level 4 certificate, level 5 & 6 diploma and bachelor degree level. These data will be updated in March 2013 to reflect trends in 2009-2012.

Future considerations

Projections produced by the Economic Futures Model show that, if present trends continue undisturbed, Auckland's economic output is expected to grow by an average of 2% per annum over the next two decades and approach close to 40% of New Zealand's total GDP. Greatest employment growth is expected to occur in health and community services (2.6% p.a.), construction (2.2% p.a.), property and business services (1.7% p.a.), finance and insurance (1.7% p.a.), and electricity, gas and water supply (1.7% p.a.). This projected pattern of will be reflected in significant employment growth within high-skill occupations such as professional (1.6% p.a.) and community and personal service (1.6% p.a.) occupations.

There are a number of external challenges facing Auckland that are likely to impact on the future direction of the city, including: population ageing and changing ethnic diversity; globalisation; increasing skill requirements related to technology use; increasing pressure to be more innovative and export driven; and climate change and resource pressures.

Auckland, like most other developed countries, has an ageing population. The retirement of the baby boomer generation over the coming decade is projected to slow dramatically and possibly halt growth in both the size of the labour force and the participation rate, despite a rising population.

A significant portion of Auckland's, and indeed New Zealand's, economic growth (as measured by GDP) over the last decade has occurred as a result of growth in the labour force. A slowing of the rate of labour force growth means that Auckland is unlikely to be able to sustain historic levels of growth without significant increases in both labour force participation and productivity. The Department of Labour (2010) notes that there are a number of ways to increase productivity, including:

- Improving skills and education
- Improved matching of skills with areas of labour demand
- Investment in national infrastructure
- Economic reforms to reduce business costs
- Incentivising businesses to increase capital investment
- Development of knowledge-intensive businesses that have a high value-added component.

This list underscores the importance of addressing present day skills and education deficits, improving the match between skills and labour demand, and promoting the growth of knowledge-intensive businesses. Without doing so, Auckland has little chance of maintaining previous levels of economic growth.

In addition to an ageing population, Auckland's labour force is projected to become more diverse over the coming decades, with the proportion of European/Pākehā New Zealanders decreasing, and the proportion of Asian, Pasifika and Māori workers increasing.

While ethnic diversity provides a valuable opportunity to leverage the diversity in skills, interests and experiences within the population to build an economically strong city, the benefits of diversity may be difficult to harness if there are significant, widespread inequalities within a population.

As the analysis of the supply of skills shows, there are significant inequalities in levels of education and labour market outcomes across ethnic lines, with Māori and Pasifika communities having, on average, significantly lower qualification levels than European New Zealanders and Asians. The perpetuation of these differences in today's school leavers – tomorrow's workers – presents a clear warning that more needs to be done to close the gaps in educational attainment if Auckland is to have enough highly-skilled workers to fuel its economy in the future.

While Auckland is focused on up-skilling its workforce and attracting talented workers, it will be doing so in an environment of increasing scarcity of physical resources, changing climate, and fierce global competition for skilled workers. As the shortage of human capital increases, Auckland needs to ensure it is seen as an attractive destination for skilled individuals, in order to both retain local talent and attract immigrant workers.

Conclusions

Overall, this report paints a picture of an economy significantly affected by the 2008-2009 financial crisis, that has made a partial recovery in the last few years, but which as yet has failed to fully fire into recovery. A return to pre-2008 levels of economic activity is likely to be slow and hard fought.

Underneath these overall trends, the report overwhelmingly reveals a labour market characterised by significant inequality. The global financial crisis of 2008 has had disproportionate and significant effects on the youth of Auckland, Māori and Pasifika workers, and those in lower-skilled service and manual labour occupations. Greater effort needs to be directed to addressing these inequalities, not only for the sake of the individuals affected, but also to ensure Auckland is able to handle future demographic shifts, particularly in relation to changing age and ethnic composition of the population.

The availability and use of high-quality labour market data is crucial for Auckland to achieve the ambitious targets set out in the Auckland Plan and the Economic Development Strategy. Use of these data will be particularly important for identifying key areas of challenge and inequality, directing and monitoring education and training efforts, identifying emerging growth industries, identifying key areas of skill mismatch, and connecting education institutions and training organisations with industry.

9.4 APPENDIX 4 – Articles identifying considerations for successful engagement of Pasifika students

Reflective engagement in cultural history: A Lacanian perspective on Pasifika teachers in Aotearoa New Zealand T Brown, N Devine, E Leslie, M Paiti Pedagogy, Culture & ..., 2007 - Taylor & Francis

Retaining non-□traditional students: lessons learnt from Pasifika students in New Zealand

J Benseman, E Coxon, H Anderson... - ... Education **Research** & ..., 2006 - Taylor & Francis

Culturally relevant peer support for Māori and Pasifika student engagement, retention and success C Ross - Wellington, New Zealand: Ako Aotearoa

9.5 APPENDIX 5 – DRAFT Health & Safety Policies & Procedures

HEALTH AND SAFETY POLICY

This policy is intended to ensure appropriate Health and Safety procedures are understood by staff and evidenced in practice during Na Koro Ni Vuli's operations.

RESPONSIBILITY:

The application of Health and Safety measures are the responsibility of ALL staff.

RESOURCES:

1. Health and Safety posters for display
2. First Aid kits

PROCEDURES:

1. All staff are encouraged to promote health and safety.
2. Whilst it may appear that the Na Koro Ni Vuli operates in a safe home/office type of environment, it should be remembered that a significant number of accidents DO HAPPEN in schools.
3. Familiarity, complacency and negligence are the usual causes.
4. The Administrative Support person is the first aid officer.
5. **Incident Reporting:** All health and safety incidents are to be recorded in the Accident Report Book located at reception. Any identified hazards are to be investigated and hazard control initiated.
6. **Injury Treatment:** When treating individuals for injury or any medical condition, it is assumed that the presence of infection is a possibility. Medical assistance providers must therefore wear protective surgical gloves and avoid any direct contact with any blood or blood products while administering treatment.
7. **First Aid Box:** A First Aid Box is located in the office.
8. **Medication:** Only drugs prescribed by doctors may be consumed.
9. **Health and Safety Supervision:** All staff have a role in accident prevention. Accidents would be rare but it is all too easy for horseplay, jostling or running in corridors to result in injury.
10. Where ITO unit standards are being taught and assessed by contracted providers, The **Contractors Operational Safety Plan** will be followed for those unit standards and those providers shall assume full responsibility for the safety of the programmes provided by them.
11. Where learners are off the main campus for formal instruction, then **each off site venue must have a health and safety policy** which must be followed whilst learners are receiving instruction.
12. **Work placements of Na Koro Ni Vuli students must only occur in work places where a health and safety policy exists.**

It is the responsibility of the Na Koro Ni Vuli staff member who arranges the work experience for the learners to check that students are aware of their responsibilities under the Health and Safety Policy and Procedures that exist on that site.

EVALUATION AND REVIEW

1. Teaching staff have an opportunity to provide evaluative feedback on the Health and Safety procedures policy of Na Koro Ni Vuli within their annual Internal Review process
2. The Principal will report annually on the Health and Safety procedures policy of the school
3. All aspects of the school's Health and Safety procedures policy will be reviewed every third year as part of the school's three year QMS self evaluation cycle

IMPLEMENTATION AND ESTABLISHMENT PLAN (DRAFT)

- *This plan covers the period from gaining notification of approval through to the end of the 2014 school year.*
- *The plan divides the period into phases and outlines the Key Undertakings that will be completed during each phase, the individual/s responsible, the time-frame involved.*
- *Assumptions informing aspects of the plan are listed in the final section.*

UNDERLYING ASSUMPTIONS:

1. MOE will confirm funding entitlements for the Na Koro Ni Vuli at the time of notification of approval
2. Funding will be provided to the Board in the form of bulk grant instalments with the first instalment being provided in June 2013.
3. Funding entitlements will include provision to recruit and employ a Principal 6 months prior to the 2014 school opening date and to recruit and employ other members of staff 3 months prior to the 2014 school starting date.
4. The Principal will visit to meet with Board in August 2013 prior to taking up appointment.
5. Some of the Key Tasks identified will be undertaken simultaneously.
6. Those responsible for undertaking Key Tasks will be able to delegate responsibility to others or
seek contributions from others to enable a task to be completed.

PHASE ONE: APPOINTMENT of BOARD (June 2013 TBC)

Key Undertakings:

1.1 Sponsor organisation appoints Governance Board.

1.2 Board meets to:

- elect Chairperson and Deputy Chairperson
- confirm Terms of Reference and roles and expectations of members
- identify any training and development needs of members and undertakings to address these
- arrange for a School Charter based on the documentation submitted to the MOE to be drafted

and

circulated

- establish 3 Committees (Appointments, Property and Finance , Enrolments) , delegates authorities to these and determines membership
- ratify key Policies and Procedures e.g. Appointments, Financial, Enrolments
- identify key tasks to be undertaken during Phase Two.

PHASE TWO: PRE- PRINCIPAL APPOINTMENT (Mid-June 2013 – Mid-August 2013 TBC)

Key Undertakings:

2.1. Appointments Committee meets to:

- approve draft documentation relating to staff appointments e.g. Person

Specifications/JDs/Information

Packages

- implement the appointment process for the Principal, the Operations Manager, the Learning Facilitators,

the Trades Learning Facilitator, the Administrative Support Person and all other staff required for 2014

- ensure the actual appointment time-frames are scheduled to enable the Principal to be involved in the selection of the successful applicant in all of the other positions.

2.2. Property and Finance Committee meets to:

- confirm MOE funding allocations
- appoint an auditor
- produce Preparations Period Budget for period August 2013 to January 2014
- draft initial Operational Budget for 2014
- confirm Premises and Facilities required for 2014

- secure Lease Agreements for these Premises and Facilities
 - identify any enhancements required of Premises and Facilities and negotiates with Landlord/s for the completion of these works
 - identify resources and equipment requirements and sources providers, obtains quotes/time-frames for supply of these resources and equipment
- 2.3 Enrolments Committee meets to:
- approve draft documentation relating to enrolments e.g. Student Graduate Profile, Information Booklets
 - develop and implements an enrolment strategy involving supportive schools, community networks, media advertising and promotions
 - ensure enrolment time-frame is scheduled to enable Principal to be involved in Open Day/interviews with prospective students and their parents/caregivers

PHASE THREE: PRINCIPAL ON SITE (Mid-August 2013 - November 2013)

- 3.1 Principal meets with Board to:
- be officially welcomed to the position
 - determine reporting requirements
 - mutually identify tasks that need to be undertaken in the period prior to the official opening date and allocate responsibility for these tasks.
- 3.2 Principal and Appointments Committee complete the appointment of the Operations Manager, the Learning Facilitators, the Trades Learning Facilitator and the Administrative Support Person.
- 3.3 Principal implements an appointment process for any other staff required for 2014, including contractual staff.
- 3.4 Principal and Property and Finance Committee:
- review and monitor expenditure of Preparations Period Budget
 - produce final version of initial Operational Budget for 2014 for Board approval
 - review Premises and Facilities required for 2014 and confirm Lease Agreements
 - monitor progress with any enhancements required of these Premises and Facilities
 - monitor purchase of resources and equipment requirements
 - organise purchase and implementation of an approved School Management System
 - establish an Asset Register
 - organise Insurance cover for Assets, Public Liability etc.
- 3.5 Principal and Enrolments Committee:
- organise and promote an Open Day for prospective students and their parents/caregivers
 - interview student applicants and their parents/caregivers
 - confirm enrolment placements and inform students and their parents/caregivers of the Welcome Evening
 - communicate with unsuccessful applicants and their parents/caregivers
 - establish a Waiting List
 - organise media coverage for the Orientation Day
- 3.6 Board confirm the Charter for Na Koro Ni Vuli.
- 3.7 Principal and Board identify necessary Policies and Procedures additional to those already developed and ratified and organise for drafts of these to be produced.
- 3.8 Principal and Board draft measurable Performance Objectives for 2014 derived from submission documentation approved by MOE for Na Koro Ni Vuli.
- 3.9 Principal and Board draft Three Year Strategic Plan for Na Koro Ni Vuli for the period 2014 to 2016.
- 3.10 Principal and Board prepare comprehensive Induction/Orientation Programme for all staff.

PHASE FOUR: STAFF ON SITE (November 2013 – December 2013)

- 4.1 All staff welcomed on site (November 2013?) and involved in two week Induction/Orientation/Training and Development Programme that will include coverage of:
- vision/distinctive characteristics of Na Koro Ni Vuli

- Strategic Plan
 - community relationships
 - industry sector relationships
 - Health and Well-Being
 - Health and Safety
 - timetabling of learning programmes
 - construction/monitoring/assessment of ITL Plans
 - construction/monitoring/assessment of PBL
 - assessment/moderation
 - NCEA
 - behaviour management
 - reporting
 - mentoring
 - staff appraisal programme
 - staff training and development programme
 - school calendar
 - internal review processes
- 4.2 Principal arranges for a school website to be established.
- 4.3 Operations Manager ensures all staff are on the Payroll and their details are accurate and complete.
- 4.4 Principal and Board ratify 2014 – 2016 Strategic Plan following review/input from staff.
- 4.5 Board ratifies draft Policies and Procedures recently developed and circulated for feedback.
- 4.6 Principal arranges for these Policies and Procedures to be communicated to staff and incorporated into a Quality Management System for the school.
- 4.7 Principal allocates staff roles and responsibilities for 2014 and arranges for any training and development required to ensure the expected standard of performance with these roles and responsibilities.
- 4.8 Principal develops draft 2014 Annual Plan with input from staff. Plan includes measurable Performance Objectives drafted by Board and finalised by Principal and staff.
- 4.9 Principal, staff and Board organise a Welcome Evening for the 2014 students and their parents/caregivers, families and supporters and interested members of the community.
- 4.10 Principal reports to Board on the status of the various tasks identified during the 3.1 meeting, any actions required to complete uncompleted tasks, proposed responsibilities and time-frames to accomplish completion.
- 4.11 Principal and Board organise End of Year function for staff, Board members and school supporters.

PHASE FIVE: PRE-OPENING PERIOD (January 2014)

- 5.1 Board confirms 2014 BOT meeting schedule at its January meeting.
- 5.2 Principal updates Board on status of tasks reported on at end of previous year in 4.11 and outlines any additional tasks that will be undertaken in preparation for the school opening.
- 5.3 Two Staff Only Days organised for late January for Principal, staff and Board to undertake the various tasks outlined by Principal in 5.2 including:
- contacting enrolled students to confirm their attendance
 - contacting contracted Service Providers to confirm their preparedness to deliver their respective services
 - ensuring premises, facilities, equipment and resources will be available as planned
 - ensuring government agencies and organisations (e.g. NZQA, MOE) have the school's contact details
 - ensuring draft versions of the 2014 school timetable and calendar are prepared and available
 - ensuring industry sector Work Placement opportunities are organised for the students
 - preparing a draft of the first communication to parents/caregivers/community/industry sector supporters
 - reviewing arrangements for first official day of school

PHASE SIX: TERM ONE (3 February 2014 – 17 April 2014)

- 6.1 School officially opened.
- 6.2 Students participate in Induction/Orientation programme.
- 6.3 Student rosters drawn up for Term One Breakfast/Lunch/Clean Up duties
- 6.4 Provisional ILPs and PBL plans devised for each student.
- 6.5 Work placement planning undertaken
- 6.6 Learning delivery commences for the 45 Year 11 students
- 6.7 Principal and staff organise First Parent Conference for Week 4
- 6.8 Principal organises implementation of Staff Training and Development and Staff Appraisal Programmes
- 6.9 Board meets to schedule.

PHASE SEVEN: TERM TWO (5 May 2014 – 4 July 2014)

- 7.1 Learning delivery continues for the 45 Year 11 students.
- 7.2 Student rosters drawn up for Term Two Breakfast/Lunch/Clean Up duties.
- 7.3 Learning Facilitators meet individually with students in Week 3 to review progress in achieving their 2014 Performance Objectives.
- 7.4 Principal and staff organise Parent Conference for Week 5.
- 7.5 Principal monitors implementation of Staff Training and Development and Staff Appraisal Programmes throughout the term.
- 7.8 Board meets to schedule.

PHASE EIGHT: TERM THREE (21 July 2014 – 26 September 2014)

- 8.1 Learning delivery continues for the 45 Year 11 students.
- 8.2 Student rosters drawn up for Term Three Breakfast/Lunch/Clean Up duties.
- 8.3 Principal, Operations Manager and Property and Finance Committee organise Financial Re-forecast in Week 1.
- 8.4 Learning Facilitators meet individually with students in Week 3 to review progress in achieving their 2014 Performance Objectives.
- 8.5 Principal and Enrolment Committee implement 2015 enrolment process from Week 3.
- 8.6 Principal, staff and Board organise Open Day in Week 4 to introduce and promote Na Koro Ni Vuli to prospective 2015 students and their parents/caregivers, families and supporters and interested members of the South Auckland community.
- 8.7 Principal and staff organise Parent Conference for Week 5.
- 8.8 Principal monitors implementation of Staff Training and Development and Staff Appraisal Programme throughout the term.
- 8.9 Principal identifies staffing needs for 2015 and implements recruitment and appointment processes.
- 8.10 Board meets to schedule.

PHASE NINE: TERM FOUR (2014 – 2014)

- 9.1 Learning delivery continues for the 45 Year 11 students.
- 9.2 Student rosters drawn up for Term Four Breakfast/Lunch/Clean Up duties.
- 9.3 Principal and staff organise Parent Conference for Week 2.
- 9.4 Learning Facilitators meet individually with students in Week 3 to review progress in achieving their 2014 Performance Objectives.
- 9.5 Principal, staff and Board organise a **Welcome Evening** to introduce and promote Na Koro Ni Vuli to the 2015 students and their parents/caregivers, families and supporters and interested members of the South Auckland community. New staff commencing duties in 2015 are also invited to attend.
- 9.6 Staff Training and Development and Staff Appraisal Programme completed.
- 9.7 Principal, staff and Board organise **Celebration of Success** function in Week 12 to celebrate successes of

- students with parents/caregivers, families, industry sector and community.
- 9.8 Principal, Operations Manager and Property and Finance Committee start preparation of annual Statement of Accounts for auditor.
- 9.9 Principal, Operations Manager and Property and Finance Committee prepare draft Operational Budget for 2015.
- 9.10 Two Staff Only Days organised to review the Findings and Recommendations of the 2014 Internal Review, identify Performance Objectives for 2015 and produce a draft of the 2015 Annual Plan.

IMPLEMENTATION AND ESTABLISHMENT BUDGET

July – December 2013 (DRAFT)

Underlying Assumptions:

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

- That Na Koro Ni Vuli will be entitled to a Set-Up funding entitlement of [REDACTED]
- That this funding will be to assist with the set-up costs incurred in 2013 in establishing the school.
- That this funding will be made available in 2013 two instalments
- That budget schedules similar to those for other recently established schools of comparative size will be appropriate

INCOME SCHEDULE		FUNDING AMOUNT
[REDACTED]		

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

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

REDACTED

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

REDACTED

9.7 APPENDIX 7 – Staff Selection Policy, Job Application Form, Job Descriptions & Generic Person Profile

STAFF SELECTION POLICY (DRAFT)

POLICY

The Staff Selection Policy will seek to ensure Na Koro Ni Vuli:

- appoints the best possible applicant to the position
- applies equal opportunity principles in its appointment processes
- acts as a “good employer” as defined by the State Sector Amendment Act 1989 S 77A (1)

RESPONSIBILITY

The Principal is responsible for determining and advertising staff vacancies, interviewing applicants and recommending appointments to the Board.

Senior staff are responsible for assisting with the interview and appointment processes as required, assisting with the induction of new staff, and the management of short term relieving staff.

RESOURCES

- Job descriptions
- Person Specifications
- Individual employment contracts
- Job Advertisements and materials forwarded to applicants

PROCEDURES

The Principal in conjunction with the Operations Manager and the Board will determine the staffing needs of Na Koro Ni Vuli.

Na Koro Ni Vuli will be a “good employer” as defined by the State Sector Amendment Act 1989 S 77A (1) and as such will apply equal opportunity principles in planning for the recruitment, selection and appointment of staff.

In selecting staff, preference will be given to the person best suited to the position, irrespective of sex, marital status, religious or ethical belief, age, race or ethnic origin.

Staff vacancies will be advertised in appropriate media.

Job Descriptions and Person Specifications will be available to all applicants on request.

Applicants will be required to accompany their applications with a current CV

Applicants deemed suitable will be interviewed at the discretion of the Principal.

For all academic appointments which are industry related, the Principal will consult with the appropriate industry advisory representative on the Board

All staff assessing against Industry Standards must have the requisite levels of skills and experience detailed within the guidelines of the national body relevant to those units.

For all applicants employed to as contracted learning providers, the Principal will seek the appropriate approvals for learning provision before appointments are made.

Successful applicants will be notified by the Principal and once an acceptance of the position has been confirmed any other applicants will be notified of the appointment.

Appointments will maintain appropriate teacher-student ratios to meet the particular needs of the students.

Na Koro Ni Vuli, through the Principal, will ensure that appropriate and adequate relief staff are employed to cover any staff absences, including those of off-site staff.

New programmes will only proceed if:

- Suitably experienced and qualified staffs are available. Experience will include knowledge of and /or compliance with national curriculum and qualification initiatives.
- There are adequate staffing levels for courses

EVALUATION AND REVIEW

1. Staff will have an opportunity to provide evaluative feedback on Staff Selection within the end of year Internal Review process
2. All aspects of the Staff Selection Process will be reviewed every third year as part of Na Koro Ni Vuli's three year QMS self evaluation cycle

APPLICATION FOR EMPLOYMENT (DRAFT)

The completion of this form does not indicate that there is any obligation on Na Koro Ni Vuli to employ the applicant. CVs of unsuccessful applicants will be returned on request. This information is collected for the purpose of assessing your suitability for employment in Na Koro Ni Vuli. Please complete and return this with your letter of application, CV and copies of your qualifications.

DATE:

POSITION APPLIED FOR: _____

Please advise where you saw this vacancy advertised: _____

YOUR NAME:

Title: Mr. Mrs Ms. Miss Other

First name: _____

Surname: _____

Preferred Name: _____

YOUR CONTACT DETAILS:

Contact Address: _____

Home Phone No: _____ Mobile: _____

Email Address: _____

Na Koro Ni Vuli may communicate with you by email in the first instance during the selection process.

LEGAL WORK STATUS:

Are you legally entitled to work in New Zealand? Yes No

As:

A New Zealand Citizen Yes No

A Permanent Resident Yes No

A holder of a current Work Permit Yes No

If you are not a permanent resident, please advise work permit details.

QUALIFICATIONS:

Please tick each Qualification you currently hold and give details, eg Diploma in Business with Marketing Major. Verified copies must be supplied if you are interviewed.

Certificate

Diploma

Bachelor

Masters

PhD

Other

EMPLOYMENT HISTORY:

Present or Most Recent Employer

Name: _____

Address: _____

Position Held: _____

Main Responsibilities: _____

Length of Service: _____

Reason for Leaving: _____

Next Most Recent Employer

Name: _____

Address: _____

Position Held: _____

Main Responsibilities: _____

Length of Service: _____

Reason for Leaving: _____

Next Most Recent Employer

Name: _____

Address: _____

Position Held: _____

Main Responsibilities: _____

Length of Service: _____

Reason for Leaving: _____

Other Employment:

Give details of any other job which may be relevant:

If your application is successful when could you commence employment?

REFEREES:

Please advise of TWO referees who could be contacted in the course of the appointment process. It is important that referees are able to be contacted easily and without delay.

The applicant is responsible for ensuring the referees nominated are informed and are agreeable to being contacted.

Name: _____

Position: _____

Address: _____

Phone No: _____ Email: _____

Name: _____

Position: _____

Address: _____

Phone No: _____ Email: _____

I _____ (full name) consent to a representative of Na Koro Ni Vuli seeking verbal or written information on a confidential basis about me from my referees, and authorise such information to be released by them to Na Koro Ni Vuli for the purpose of ascertaining my suitability for the position for which I am applying.

I also agree to a representative of Na Koro Ni Vuli contacting any previous employees in the course of the appointment process in order to gain information of a professional nature relating to my application for this position.

I understand that the information received by Na Koro Ni Vuli is supplied in confidence as evaluative material and will not be disclosed to me.

Signature: _____ Date: _____

CRIMINAL RECORD:

Please note: You are obliged to answer these questions unless the information is concealed under the Criminal Records (Clean Slate) Act 2004. For detailed definition of the Act visit <http://www.justice.govt.nz/privacy/clean-slate.html>

Na Koro Ni Vuli may request a criminal record check be undertaken prior to an offer of appointment being made, subject to this Act.

Have you been convicted of a criminal offence? YES NO
If YES, please give details: _____

Do you have any criminal charges pending? YES NO
If YES, please give details: _____

DRIVER'S LICENCE:

Do you have a current valid NZ drivers licence? YES NO

You must supply a photocopy if you are employed by Na Koro Ni Vuli

If YES, what class(s)? _____ Drivers Licence No.: _____ Expiry Date: _____

Do you have any infringements? YES NO

Do you have any cases pending? YES NO

If YES, please detail: _____

GENERAL:

What are your interests/hobbies/sports/clubs or community activities? *(optional)*

Do you consent to Na Koro Ni Vuli retaining the information contained in this application form for the purposes of considering your suitability for any other position which may arise with this organisation in the future?

YES NO

DECLARATION

I, _____ (full name) declare that to the best of my knowledge the information provided in this application and in any resume enclosed is accurate and I understand that if any false or misleading information is given, or any material fact suppressed, I will not be employed, or if I am employed, my employment will be terminated.

Signed: _____ Date: _____

JOB DESCRIPTION for PRINCIPAL

ACCOUNTABILITY:

- The Principal will report to the Na Koro Ni Vuli Board of Trustees and will act on instruction in accordance with the Board's directives.
- The Principal will undergo an annual Performance Appraisal that will focus on the responsibilities associated with the position and the degree to which Performance Objectives identified in an annual Performance Agreement are accomplished.

GENERAL RESPONSIBILITIES:

<p>The Principal will be responsible for:</p> <ul style="list-style-type: none">• overseeing Na Koro Ni Vuli's operations• ensuring that these operations perform in accordance with Na Koro Ni Vuli's policies and procedures and strategic planning objectives• ensuring that all necessary compliance obligations are being met, particularly with respect to Na Koro Ni Vuli's Quality Management Systems.• providing appropriate advice and guidance to all other Na Koro Ni Vuli staff, in particular to the Operations Manager.• reporting on the Na Koro Ni Vuli's operations to the Board on a regular basis.	<p>Expected Outcomes:</p> <ul style="list-style-type: none">• regular monitoring of Na Koro Ni Vuli's operations will occur and this will be evidenced through appropriate documentation• these operations will perform in accordance with Na Koro Ni Vuli's policies and procedures and strategic planning objectives• Na Koro Ni Vuli's operations will comply with the relevant policies and procedures• Na Koro Ni Vuli's QMS compliance obligations will be met and evidence of this documented accordingly• appropriate, high quality advice and guidance will be provided• regular reports will be provided to the Board as scheduled
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SPECIFIC RESPONSIBILITIES:

<p>[1] Professional Leadership</p> <ul style="list-style-type: none"> • to provide high quality advice and guidance to the Board on matters relating to Na Koro Ni Vuli. • Na Koro Ni Vuli's QMS policies and procedures will be implemented and this will be evidenced through appropriate documentation • recommendations emerging from internal and external review processes will be responded to and recorded • the compliance of current courses with all requirements will be evidenced through appropriate documentation • approval for additional courses will be secured • to provide high quality professional leadership to Na Koro Ni Vuli staff in the form of advice, guidance, directives and support • to directly assist all staff to fulfill their respective roles and responsibilities • to delegate responsibilities where appropriate and provide adequate support and resources to ensure specific tasks can be completed as expected 	<p>[1] Professional Leadership</p> <ul style="list-style-type: none"> • all staff will receive high quality advice, guidance and support • the advice, guidance, directives and support provided to staff will be of a consistently high quality • the Operations Manager receives on-going, high quality professional assistance • effective delegation occurs with supportive monitoring
<p>[2] Strategic Management</p> <ul style="list-style-type: none"> • to assist the Board in the development of a Strategic Plan and Annual Plan for Na Koro Ni Vuli. • to ensure Na Koro Ni Vuli's self-review and evaluative undertakings are implemented and findings collated to inform the Annual Plan • to implement the Strategic Plan through the development and application of Annual Plans and Annual Quality Improvement Plans • to communicate both the Strategic Plan and the Annual Plan to staff • to provide mid-year and end of year reports to the Board outlining the 	<p>[2] Strategic Management</p> <ul style="list-style-type: none"> • a Strategic Plan for Na Koro Ni Vuli will be developed and maintained • Na Koro Ni Vuli's self-review and evaluative undertakings will be implemented and findings collated to inform the Annual Plan • each year an Annual Plan will be developed that reflects the Strategic Plan • staff will be familiar with both the Strategic Plan and the Annual Plan • reports on the Annual Plan will be provided to the Board at the designated times

degree of progress being made in accomplishing the Goals and Objectives of the Annual Plan.	
[3] Staff Management <ul style="list-style-type: none"> to attract and recruit capable, well qualified staff to promote a positive, supportive working environment to co-ordinate and monitor an effective Staff Appraisal system to co-ordinate appropriate Professional Development programmes for Staff to provide appropriate information, advice and guidance to staff to work to resolve conflict situations when involvement is requested or deemed necessary to ensure appropriate staff records are maintained 	[3] Staff Management <ul style="list-style-type: none"> capable, well qualified staff will be employed a positive, supportive working environment will be in evidence an effective, well documented Staff Appraisal system will operate relevant, well documented Professional Development programmes will operate for staff staff will receive appropriate information, advice and guidance as required intervention to resolve staff conflict situations will occur when involvement is requested or deemed necessary relevant staff records will be maintained in accordance with Na Koro Ni Vuli's policies and procedures
[4] Student Management <ul style="list-style-type: none"> to ensure appropriate student records are maintained to ensure the delivery of courses to students is in accordance with Na Koro Ni Vuli's policies and procedures to ensure that guidance and support systems for students are available in accordance with the Na Koro Ni Vuli's policies and procedures 	[4] Student Management <ul style="list-style-type: none"> relevant student records are maintained in accordance with Na Koro Ni Vuli's policies and procedures courses will be delivered in accordance with Na Koro Ni Vuli's policies and procedures and this will be evidenced through appropriate documentation guidance and support systems will operate in accordance with Na Koro Ni Vuli's policies and procedures and this will be evidenced through appropriate documentation
[5] Promotion and Public Relations <ul style="list-style-type: none"> to actively promote the operations of Na Koro Ni Vuli to establish effective working relationships with outside organisations and agencies to represent Na Koro Ni Vuli. on specific hosting occasions 	[5] Promotion and Public Relations <ul style="list-style-type: none"> the operations of Na Koro Ni Vuli will be promoted on every available occasion positive relationships will be developed and maintained with relevant outside organisations and agencies specific hosting occasions will be attended at the request of the Board

<ul style="list-style-type: none"> to assist with the development of marketing material for Na Koro Ni Vuli to participate in promotional activities as requested by the Board 	<ul style="list-style-type: none"> promotional material will be provided for marketing purposes as required promotional activities will be actively supported, including by personal participation as requested
[6] Financial and Asset Management <ul style="list-style-type: none"> to assist the Operations Manager to implement and operate an effective budget planning system to assist the Operations Manager to ensure that the available financial resources and assets are used effectively and efficiently to assist the Operations Manager to provide regular reports on financial and asset matters in accordance with Na Koro Ni Vuli's policies and procedures 	[6] Financial and Asset Management <ul style="list-style-type: none"> a financial plan will be established, implemented and reviewed on an annual basis systems and procedures for the expenditure of finance and the management of resources will be adhered to reports on specific financial and asset matters will be presented as required and a comprehensive report will be included in the Principal's Annual Report to the Board
[7] Statutory and Reporting Requirements <ul style="list-style-type: none"> to implement the QMS policies and procedures of Na Koro Ni Vuli. to co-ordinate the response actions to the internal and external review processes to maintain approval of current courses by ensuring compliance with all requirements to work to secure approval for any additional courses as instructed by the Board 	[7] Statutory and Reporting Requirements <ul style="list-style-type: none"> the QMS policies and procedures will be implemented and this will be evidenced through appropriate documentation recommendations emerging from internal and external review processes will be responded to and recorded the compliance of current courses with all requirements will be evidenced through appropriate documentation approval for additional courses will be secured

The Principal will be able to delegate specific responsibilities where appropriate. However responsibility for ensuring any delegated tasks are fulfilled will remain with the Principal.

Na Koro Ni Vuli (DRAFT)
JOB DESCRIPTION for OPERATIONS MANAGER

ACCOUNTABILITY:

- The Operations Manager will report to the Principal of Na Koro Ni Vuli and will act on instruction in accordance with the Principal's directives, advice and guidance.
- The Operations Manager will undergo an annual Performance Appraisal that will focus on the responsibilities associated with the position and the degree to which expected outcomes are realised.

GENERAL RESPONSIBILITIES:

The Operations Manager will be responsible for: <ul style="list-style-type: none"> in consultation with the Principal, 	Expected Outcomes:
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<p>managing Na Koro Ni Vuli's facilities, financial, assets and resources operations</p> <ul style="list-style-type: none"> • ensuring that these operations perform in accordance with Na Koro Ni Vuli's policies and procedures and strategic planning objectives • ensuring that all necessary compliance obligations are being met, particularly with respect to Na Koro Ni Vuli's Quality Management Systems [QMS] • providing appropriate advice and guidance and direction to the staff 	<ul style="list-style-type: none"> • Na Koro Ni Vuli's facilities, financial, assets and resources operations at will be effectively managed • Na Koro Ni Vuli's operations will comply with the relevant policies and procedures • QMS compliance obligations will be met and documented accordingly • appropriate, high quality advice and guidance will be provided to staff • regular reports will be provided to the Principal as scheduled
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2. SPECIFIC RESPONSIBILITIES:

<p>[1] Professional Leadership</p> <ul style="list-style-type: none"> • to provide high quality advice and guidance to the Principal on matters relating to property, facilities, finances, assets and resources • to provide high quality professional leadership to the staff in the form of advice, guidance, directives and support • to directly assist the other staff to fulfill their respective roles and responsibilities • to delegate responsibilities where appropriate and provide adequate support and resources to ensure delegated tasks can be completed as expected 	<p>[1] Professional Leadership</p> <ul style="list-style-type: none"> • the Principal will receive high quality advice and guidance on matters relating to property, facilities, finances, assets and resources • the advice, guidance, directives and support provided to staff will be of a consistently high quality • all staff will receive on-going, high quality professional assistance • effective delegation will occur along with supportive monitoring
<p>[2] Strategic Management</p> <ul style="list-style-type: none"> • to assist the Principal in the development of a Strategic Plan • to assist the Principal to develop an Annual Plan that is derived from the Strategic Plan • to assist the Principal to communicate the Strategic Plan and Annual Plan to staff • to assist the Principal to implement an Annual Plan • to assist the Principal to provide mid-year and end of year reports to Board outlining the degree of progress being made in accomplishing the Goals and Objectives of the Annual Plan 	<p>[2] Strategic Management</p> <ul style="list-style-type: none"> • assistance will be provided to the Principal as requested in the development of the Strategic Plan and Annual Plan • staff will be familiar with the Strategic Plan and Annual Plan • the Annual Plan will be implemented • reports on the implementation of the Annual Plan will be provided to the Board at the designated times
<p>[3] Staff Management</p> <ul style="list-style-type: none"> • to assist with the recruitment of capable, well qualified staff • to promote a positive, supportive working environment that reflects the vision and distinctive character of the school • to assist the Principal to implement the Staff Appraisal system • to assist the Principal to implement Professional Development programmes 	<p>[3] Staff Management</p> <ul style="list-style-type: none"> • capable, well qualified staff will be employed • a positive, supportive working environment reflective of the distinctive character of the school will be in evidence • an effective, well documented Staff Appraisal system will operate • relevant, well documented Professional Development programmes will operate

<p>for staff</p> <ul style="list-style-type: none"> • to provide appropriate information, advice and guidance to staff • to assist the Principal to work to resolve any conflict situations involving staff • to maintain relevant staff records 	<p>for staff</p> <ul style="list-style-type: none"> • staff will receive appropriate information, advice and guidance as required • staff conflict situations will be resolved • relevant staff records will be maintained
<p>[4] Student Management</p> <ul style="list-style-type: none"> • to assist the Principal to ensure the delivery of courses to students is in accordance with the school's policies and procedures • to ensure guidance and support systems for students are available in accordance with the school's policies and procedures • to assist the Principal to work to resolve any conflict situations involving students • to assist the Principal to ensure relevant student records are maintained 	<p>[4] Student Management</p> <ul style="list-style-type: none"> • courses will be delivered in accordance with the school's policies and procedures and this will be evidenced through appropriate documentation • guidance and support systems will operate in accordance with the school's policies and procedures and this will be evidenced through appropriate documentation • student conflict situations will be resolved • relevant student records will be maintained
<p>[5] Teaching</p> <ul style="list-style-type: none"> • to teach course programmes as required 	<p>[5] Teaching</p> <ul style="list-style-type: none"> • course programmes will be taught to the highest standard
<p>[6] Promotion and Public Relations</p> <ul style="list-style-type: none"> • to actively promote the operations of Na Koro Ni Vuli • to establish effective working relationships with outside organisations and agencies • to represent Na Koro Ni Vuli on specific hosting occasions as requested by the Principal • to assist with the development of marketing material for the school • to participate in promotional activities as requested 	<p>[6] Promotion and Public Relations</p> <ul style="list-style-type: none"> • the operations of the school will be promoted on every available occasion • positive relationships will be developed and maintained with relevant outside organisations and agencies • specific hosting occasions will be attended at the request of the Principal • promotional material will be provided for marketing purposes as required by the Principal • promotional activities will be actively supported, including by personal participation as requested by the Principal
<ul style="list-style-type: none"> • [7] Financial and Asset Management • to develop the annual operational budget with the assistance of the 	<p>[7] Financial and Asset Management</p> <ul style="list-style-type: none"> • an annual operational budget will be developed, implemented and monitored • systems and procedures for the

Principal <ul style="list-style-type: none"> to implement and monitor the annual budget to ensure that the available financial resources and assets are used effectively and efficiently to provide the Principal and Board with regular reports on financial and asset matters 	<ul style="list-style-type: none"> expenditure of finance and the management of resources will be adhered to financial resources and assets will be used effectively and efficiently reports on financial and asset matters will be presented to the Principal and Board on a regular basis as required
[8] Statutory and Reporting Requirements <ul style="list-style-type: none"> to assist the Principal to implement the policies and procedures of the QMS to assist the Principal to respond to recommendations resulting from the internal and external review processes to ensure compliance with all NZQA requirements for all course programmes to assist the Principal to secure approval for any additional courses 	[8] Statutory and Reporting Requirements <ul style="list-style-type: none"> the QMS policies and procedures will be implemented and this will be evidenced through appropriate documentation recommendations emerging from internal and external review processes will be responded to and responses recorded the compliance of current courses with all NZQA requirements will be evidenced through appropriate documentation the Principal will be assisted to secure approval for additional courses

The Operations Manager will be able to delegate specific responsibilities where appropriate. However responsibility for ensuring any delegated tasks are fulfilled will remain with the Operations Manager.

Na Koro Ni Vuli (DRAFT)
JOB DESCRIPTION for ADMINISTRATIVE SUPPORT PERSON

ACCOUNTABILITY:

- The Administrative Support Person will report to the Principal of Na Koro Ni Vuli and will act on instruction in accordance with the Principal's directives, advice and guidance.
- The Administrative Support Person will undergo an annual Performance Appraisal that will focus on the responsibilities associated with the position and the degree to which expected outcomes are realised.

RESPONSIBILITIES:

GENERAL RESPONSIBILITIES:

The Administrative Support Person will be responsible for: <ul style="list-style-type: none"> undertaking administrative functions to enable Na Koro Ni Vuli Management and staff to focus their attentions on the requirements of their roles and 	The expected outcome will be: <ul style="list-style-type: none"> the school's Management and staff will be able to focus their attentions on the requirements of their roles and
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responsibilities	responsibilities
<ul style="list-style-type: none"> contributing to the effective and efficient functioning of Na Koro Ni Vuli 	<ul style="list-style-type: none"> the school will function effectively and efficiently

SPECIFIC RESPONSIBILITIES:

To provide administrative support and technical assistance to the Management Team and staff	Administrative support and technical assistance of the required standard will be provided
To assist the Management Team to achieve the numerous undertakings related to their roles and responsibilities	Delegated tasks will be prioritised and completed to the standard required and within the assigned timeframes
To facilitate internal and external communications (both written and verbal) on behalf of the Management Team as directed	Internal and external communications will be facilitated to the standard expected and within the assigned timeframes
To prepare draft and final copies of documentation as directed	Documentation will be produced of the requisite standard and within the timeframe allocated
To act as Secretary to the Board of Trustees	Tasks assigned to the Secretary will be completed to the standard expected and within the timeframe allocated
To assist other members of staff with their work undertakings as directed	Other staff are assisted as directed

The Administrative Support Person will be able to delegate specific responsibilities where appropriate. However responsibility for ensuring any delegated tasks are fulfilled will remain with the Administrative Support Person.

Na Koro Ni Vuli (DRAFT)
JOB DESCRIPTION for LEARNING FACILITATOR

ACCOUNTABILITY:

- The Learning Facilitator will report to the Principal of Na Koro Ni Vuli and will act on instruction in accordance with the Principal's directives, advice and guidance.
- The Learning Facilitator will undergo an annual Performance Appraisal that will focus on the responsibilities associated with the position and the degree to which expected outcomes are realised.

RESPONSIBILITIES:

GENERAL RESPONSIBILITIES:

The Learning Facilitator will be responsible for: <ul style="list-style-type: none"> facilitating learning at Na Koro Ni Vuli to provide successful learning experiences 	The expected outcomes will be: <ul style="list-style-type: none"> the school's students will successfully
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<p>and opportunities for the students reflective of the vision and distinctive character of the school</p> <ul style="list-style-type: none"> contributing to the effective and efficient functioning of Na Koro Ni Vuli 	<p>engage in learning experiences and opportunities that will prepare them for employment in the trade industry sector and/or for engagement in further learning at a higher level</p> <ul style="list-style-type: none"> the school will function effectively and efficiently
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SPECIFIC RESPONSIBILITIES and EXPECTED OUTCOMES:

<p>1. Professional Leadership</p> <ul style="list-style-type: none"> to willingly undertake delegated responsibilities to actively contribute to the professional learning community within the school and beyond 	<ul style="list-style-type: none"> delegated tasks will be prioritised and completed to the standard required and within the assigned timeframes valued contributions will be made to the learning community
<p>2. Relationships</p> <ul style="list-style-type: none"> to establish and maintain positive, ethical, respectful and productive professional relationships with students, staff, parents/caregivers, community agencies, groups and individuals 	<ul style="list-style-type: none"> effective professional relationships will be maintained focused on enhancing the learning and well-being of the students
<p>3. Learning Environment:</p> <ul style="list-style-type: none"> to provide a learning environment that is physically, socially, culturally and emotionally safe, inclusive and supportive to comply with relevant regulatory and statutory requirements 	<ul style="list-style-type: none"> the learning environment will be compliant and contribute positively to the motivation, engagement and successful learning of the students
<p>4. Cultural Awareness:</p> <ul style="list-style-type: none"> to respond positively and effectively to the diverse language and cultural experiences of the students and the varied strengths, interests, aspirations and needs of individuals and groups 	<ul style="list-style-type: none"> learning delivery approaches, resources, technologies and assessment activities will be selected and utilised that are relevant, meaningful and engaging for the students, both individually and in groups students feel welcome, appreciated and valued
<p>5. Planning and Preparation:</p> <ul style="list-style-type: none"> to conceptualise, plan and implement appropriate learning programmes for the students, both individually (ITL plans) 	<ul style="list-style-type: none"> learning will be enjoyable, purposeful, relevant and meaningful

and collectively (PBL plans)	
6. Analysis and Interpretation: <ul style="list-style-type: none"> to use data and information to inform decisions related to the facilitation of learning, evaluation of progress and reporting of achievement 	<ul style="list-style-type: none"> the collation and analysis of data and information will be accorded a high priority
7. Critical Reflection: <ul style="list-style-type: none"> to critically self-review professional practice to identify any areas for improvement to value and respond positively to professional feedback from colleagues 	<ul style="list-style-type: none"> reflective practice will be an accepted aspect of professional performance
8. Professional Training and Development <ul style="list-style-type: none"> to commit to on-going professional learning to enhance professional practice 	<ul style="list-style-type: none"> personal professional skills and knowledge will be continually advanced for the benefit of the students

Na Koro Ni Vuli (DRAFT)
LEARNING FACILITATOR PROFILE

Learning Facilitators will have a critical role to play in ensuring the success of Na Koro Ni Vuli. The role is expected to be challenging but also enjoyable and fulfilling. The realisation of the vision for Na Koro Ni Vuli will depend to a significant degree on their contributions and they will be responsible for evidencing in their practice many of the distinctive features of the school.

WHAT SKILLS, ATTRIBUTES AND EXPERIENCES WILL BE LOOKED FOR IN APPLICANTS?

The profile of person Na Koro Ni Vuli Key will be looking for in applicants for Learning Facilitator positions will be:

- someone who enjoys working with young people and is able to gain their confidence and respect
- someone with a passion for and experience of facilitating opportunities for young people to engage in authentic, meaningful and motivating learning
- someone who can provide ideas, advice and information to motivate students and stimulate their learning and progress
- someone who practises an holistic approach to learning, focusing on the whole person - mental, physical, emotional and spiritual – and being aware of the influence of cultural and social factors on that person
- someone with experience of the working world with current connections in that world
- someone who can connect learners to rich and varied experiences and resources both in and out of school that ensure learning is inter-related, relevant and meaningful
- someone who will be a positive role model, demonstrating consistent values and behaviours

- someone who is caring and supportive, respectful, encouraging and acknowledging of others
- someone who will advocate on behalf of young people and their families
- some one who considers learning a life long process and who values each experience as a learning opportunity
- someone who recognises, values and celebrates achievement and success
- someone who is hard working, able to operate individually without undue supervision but who equally enjoys working with colleagues and is a high contributing team player

IF YOU BELIEVE YOU FIT THIS PROFILE YOUR APPLICATION WILL BE WELCOMED

FINANCIAL PLAN (DRAFT)

The Board of Trustees of Na Koro Ni Vuli will establish a Property and Finance Committee that will be responsible for overseeing the school's financial operations.

The Board will look to appoint members of this committee with the requisite knowledge and experience of financial systems and processes. If necessary it will co-opt individuals with these attributes to serve on this committee.

The Principal and the Operations Manager will be responsible for the management of the school's finances and assets. Much of this responsibility will be delegated to the Operations Manager, with the understanding that the Operations Manager will consult with and seek advice and guidance from the Principal and will keep the Principal appropriately informed of matters involving the school's finances and assets.

Both the Principal and the Operations Manager will be expected to work closely with the Property and Finance Committee in the course of fulfilling their responsibilities related to the school's finances and assets.

With Board approval, the Property and Finance Committee will Na Koro Ni Vuli will implement a number of measures to ensure the financial viability of the school and provide for its effective and efficient operation. It will also implement measures to mitigate against potential risk. These measures will include:

- establishing appropriate Policies and Procedures are developed, understood and implemented related to financial and asset management
- ensuring financial delegations are clear, understood and evident in practice
- ensuring the annual budget development process is both inclusive and informed
- ensuring the annual budget is developed and approved by the first week of Term One each year
- ensuring the annual budget produces a financial surplus and not a financial deficit
- employing the services of an experienced financial service provider to provide advice and guidance on appropriate financial systems and processes, oversee the budget development process, provide monthly financial statements and prepare the financial documentation required for the annual audit
- ensuring the monthly financial statements are formatted to provide annual budget schedules, current schedule income and expenditure data, year to date cumulative data and comparative data from the previous year
- establishing a regular schedule of meetings for the committee prior to Board meetings at which the monthly financial statements are analysed and a Variance Report prepared for the Board
- arranging for a Financial Re-forecast to be undertaken of the annual budget mid-year and adjusting the annual budget where necessary to ensure a financial surplus and/or to enhance its relevance and value
- arranging for an annual audit of the school's finances at the end of the school's financial year
- ensuring all staff receive appropriate training and upskilling where required to enable them to fulfil their particular responsibilities related to the school's financial and assets operations
- seeking feedback from various stakeholders on the school's performance in relation to financial and asset management during the annual Internal Review process with a view to effecting improvements where the potential for this is identified
- investigating opportunities to source external funding to supplement the school's MOE funding, including through sponsorship undertakings

The Property and Finance Committee will develop and implement a Three Year Financial Plan for Na Koro Ni Vuli for the period 2014 to 2016. A provisional version of such a plan is included in the

application. Data informing this plan is derived from Appendix 1 of the **Application to Operate a Partnership School Application** document.²⁴

During this period 2014 to 2016 Na Koro Ni Vuli's proposed roll will increase from 45 students to 135 students and the scope of learning provision will extend from Year 11 to include Years 12 and 13. The budgets incorporated into the Three Year Financial Plan for each of the first three years of the school's establishment take account of these developments.

The actual funding schedules within the budgets and the levels of funding assigned to these schedules has in part been informed by budget data provided by a school with similar operational features to Na Koro Ni Vuli. That school is Tai Wananga – a recently established new model of secondary schooling approved under Section 156 of the Education Act.

Similarities between Tai Wananga and the educational model proposed for Na Koro Ni Vuli include:

- the targeting of communities with historically low levels of schooling achievement
- the commitment to educating the whole person
- the scheduling of Health and Well-Being sessions within the school day
- the provision of nutritious breakfasts and lunches
- the use of Individual Learning Plans and Project Based Learning
- the promotion of learning outside of the classroom, including within the workplace

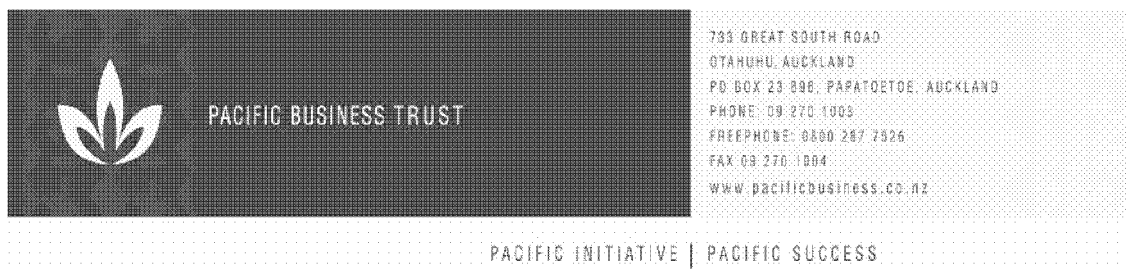
Na Koro Ni Vuli's financial planning – like that of Tai Wananga - has had to take account of these operational features. Hence for example, the significant budget schedules for Health and Well-Being, Nutrition and Travel.

9.9 APPENDIX 9 – Financial Forecast 2014 - 2016

Note: One paper copy of Financial Forecasts is provided with the hardcopy application.

²⁴ During the development of the provisional Three Year Financial Plan for Na Koro Ni Vuli, clarification was sought on Na Koro Ni Vuli's entitlement for 2.1 Base Grant for Operations and Staffing Resourcing. Confirmation was received that the full entitlement for the Secondary category applies and that this entitlement was not roll related.

9.10 APPENDIX 10 – Pacific Business Trust Letter of Support & Floor Plan



21 March 2013

John Kotoisuva
Chief Executive
CMe Mentoring Foundation
733 Great South Road
Otahuhu, AUCKLAND

Dear John,

PACIFIC BUSINESS TRUST ("PBT") SUPPORT FOR TRADE SCHOOL SUBMISSION

I refer to our recent discussions regarding the establishment of your trade school concept and your need to identify a suitable facility for delivery to your inaugural cohort of up to 45 students. I would like to confirm that our support for the 'start-up' phase of this new venture is to offer a suitable training room at the PBT Centre at no cost for your first course delivery. As we have discussed, this not only reflects our general support for this worthy initiative, but also an active interest in collaborating with CMe to incorporate a business skills component into your trade training.

The attached floor plan for the PBT Centre shows a suite of training rooms on the second level of our facility in Otahuhu, and we believe the most suitable of these for your class size would be Conference Room 2. This area not only has the space to easily accommodate your numbers in a class room layout, but also a ceiling mounted projector and drop down screen. Next door to this room is a 25 work station computer lab which may also be available from time to time, subject to our regular course delivery obligations.

Room 2 is used primarily for business courses and seminars in the evenings, so your day time classes shouldn't affect these. While we are prepared to forgo paid hire opportunities for this room during your first round of delivery (days per week and term to be confirmed), we may at times need to consider other room options for your class to accommodate special events e.g. the 2012 PM's visit. We would endeavour to keep any disruption to a minimum, but do require some flexibility on those few occasions when PBT events would need to take priority.

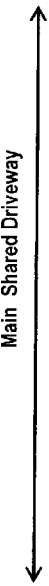
While there are additional housekeeping matters that we would need to consider further before finalising a Memorandum of Understanding (e.g. implications for car parking and other centre users/tenants), we would like to support your submission to the relevant agencies by offering our assurance that you will have the physical capability to house the launch of this exciting new initiative.

Should any further information be required, I can be contacted by emailing [REDACTED]

s 9(2)(a) OIA

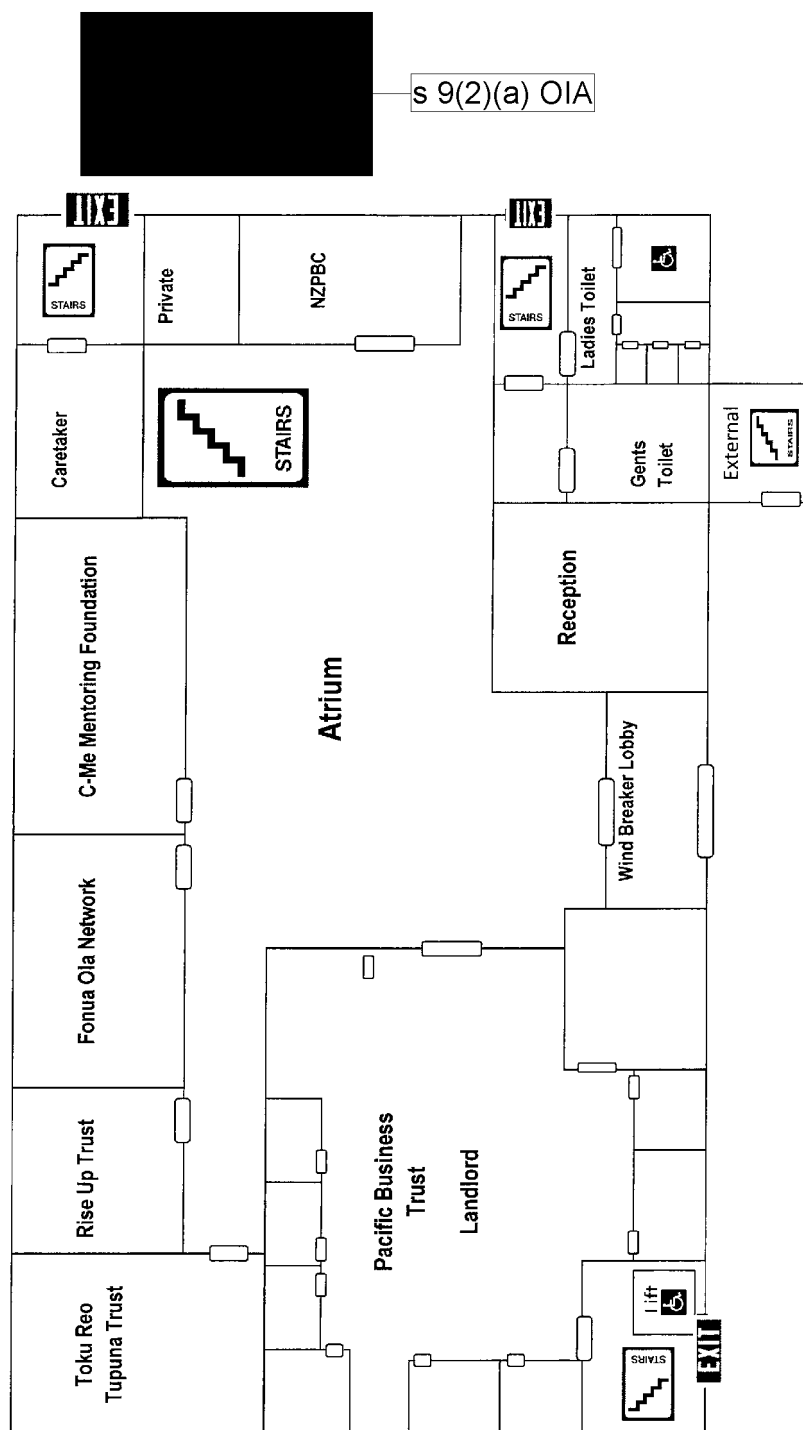
Yours faithfully
Pacific Business Trust

s 9(2)(a) OIA





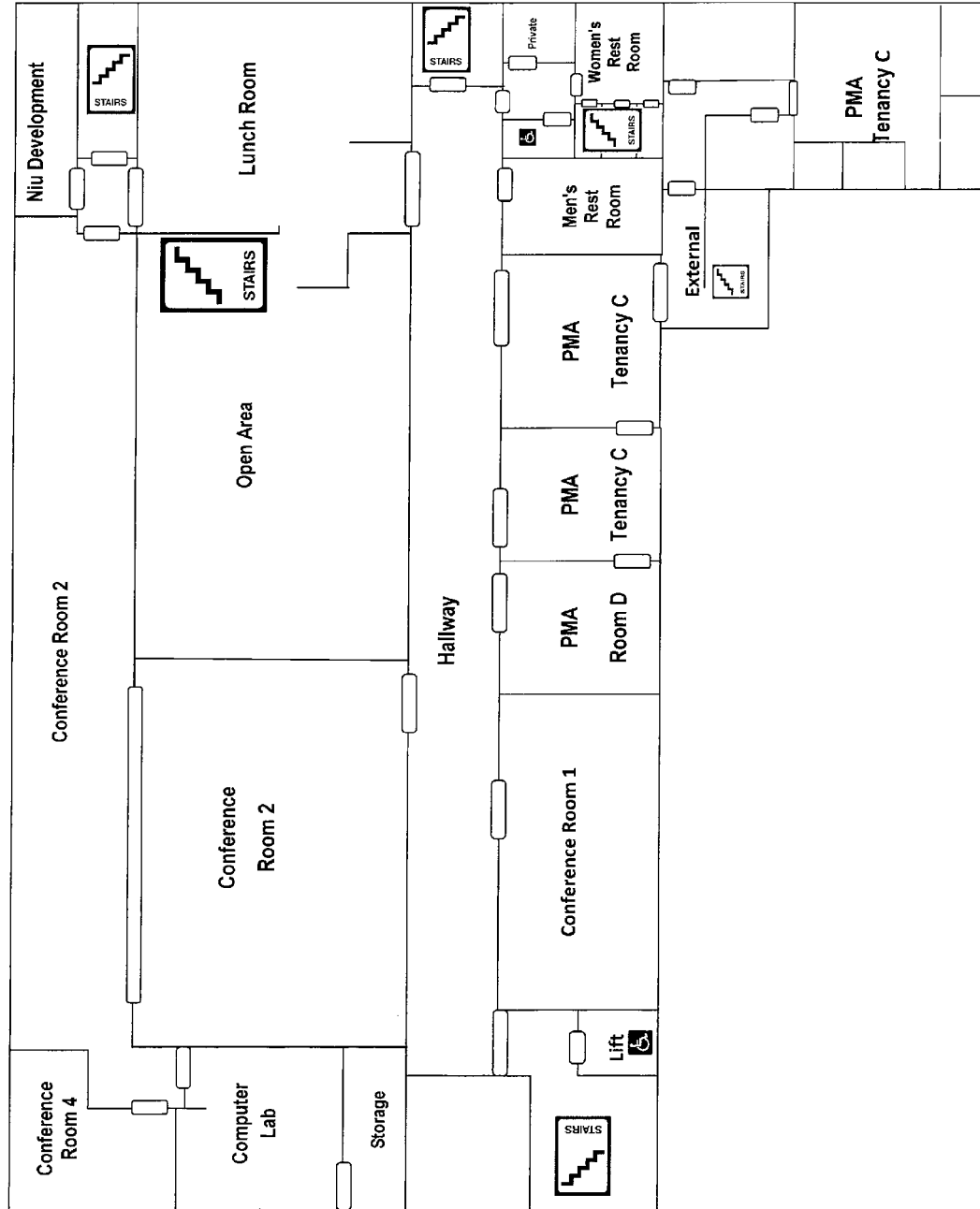
Ground Floor





Pacific Business Trust Centre

Level 1



9.11 APPENDIX 11 – DRAFT Enrolment Policy and Procedures

ENROLMENT POLICY (DRAFT)

Definitions:

Enrolment refers to the approved process for enrolling students into Na Koro Ni Vuli from the initial point of interest through to a confirmed, criteria consistent enrolment.

Policy Statement:

Na Koro Ni Vuli will implement a fair, open and equitable enrolment process that complies with Ministry of Education requirements and reflects the special character of Na Koro Ni Vuli.

Rationale:

- Prospective students and whānau need to understand the criteria that will be applied in determining enrolments for Na Koro Ni Vuli
- Priority Preference for enrolments need to be established for application in the event of over-subscription for enrolment places

Resources:

- Na Koro Ni Vuli Information brochure
- Application for Consideration form
- Eligibility Criteria document
- Priority Preference document
- Education Act 1989

Responsibilities:

- The Board of Trustees is responsible for developing and reviewing this policy.
- The Principal is responsible for ensuring this policy is implemented.

Procedures:

1. Maximum annual enrolment numbers will be determined by the Board in accordance with Ministry of Education requirements and Charter document.
2. Eligibility Criteria* and a Priority Preference for Enrolment** will be determined by the Board and included in all promotional and enrolment material.
3. The Principal will organise promotional undertakings and enrolment brochures for prospective students and their families on an annual basis.
4. Applications for Consideration will be invited from students wishing to enrol at Na Koro Ni Vuli.
5. These Applications for Consideration will be required to be in documented form using the prescribed Na Koro Ni Vuli forms.
6. The Applications for Consideration documents will include a requirement for:
 - A statement that the parent/caregiver accepts that the applicant understands the conditions of enrolment and will adhere to the ethos and principles espoused by Na Koro Ni Vuli and acknowledges that Na Koro Ni Vuli has the right to discontinue the attendance of the student if these commitments are not upheld.

- A curriculum vitae and cover letter from the applicant outlining their aspirations and commitment to gaining qualifications to support their employment in the trades industry sector
7. Prospective students must meet the preference criteria and all enrolment requirements for their application to be successful.
 8. Prospective students and their families will be invited to an Open Day.
 9. The Principal will interview each prospective student and their family to ensure that the Na Koro Ni Vuli Eligibility Criteria are clearly understood and accepted.
 10. No student will be admitted to attend Na Koro Ni Vuli unless an interview has been completed and the required documentation has been provided.
 11. The Principal must be satisfied that attendance by the student at Na Koro Ni Vuli will be in the best interests of the student and in the best interests of the Na Koro Ni Vuli before confirming an enrolment.
 12. If it appears the number of applicants will exceed the maximum roll determined for the year the Principal will apply the Priority of Preference and establish a Waiting List.
 13. Family will be notified in writing at the earliest opportunity whether an Application for Consideration has been successful or unsuccessful.
 14. Where the Principal deems it to be appropriate the family of an unsuccessful Application for Consideration will be invited to have the applicant included on the Waiting List.
 15. The Principal will be responsible for maintaining a waiting list for which the Priority of Preference will apply.
 16. The waiting list will be regularly reviewed and family advised by the Principal if a place becomes available for their son/daughter.
 17. The Principal will record at the time of acceptance of enrolment whether the student is preference or not preference.

Eligibility Criteria*

The student body will encompass Years 11 -13 students.

Criteria for acceptance into Na Koro Ni Vuli will include:

- Students who have aspirations to participate in learning that involves the trades
- Students who have high levels of commitment to personal health and wellbeing
- Students who have high levels of commitment to learning, culture and sport
- Students who have aspirations to participate in tertiary education
- Students who wish to learn in an environment that embrace Pasifika values and practices

Priority of Preference**

- students whose parents show a genuine desire for their children to receive an education within a learning environment that embraces Pasifika values and practices
- students whom have demonstrated an aptitude for and/or potential in trades
- siblings of students who are already enrolled, or have attended Na Koro Ni Vuli
- students whose personal or learning needs may best be met by Na Koro Ni Vuli's programmes or environment

Evaluation and Review:

- Na Koro Ni Vuli's Enrolment Policy will be reviewed every ... years as part of Na Koro Ni Vuli's self-review cycle

Policy owner: Na Koro Ni Vuli Board of Trustees
Approved on:2013
Review date:2016
Status: Current
Approved by:

Board Chairperson

Date: _____

APPLICATION FOR CONSIDERATION FOR ENROLMENT AT NA KORO NI VULI

The applicant wishes to enrol as: Year _____
To commence in 20____

Student's Name: _____ **Circle:**
Male / Female

Surname **Given Names**
Student's Preferred Name: _____ (the name
student is known by)

Date of birth: _____ **Current Age** _____ yrs _____ mths
Ethnic Background: _____ **Nationality/Citizenship:**

For Year 10 students only:
Present School: _____ **NZQA National Student No:**

For NZ Pasifika:
Pacific Nationality

FATHER/GUARDIAN

Relationship to student: _____

Full Name: _____

Private Address: _____

Phone: _____

MOTHER/GUARDIAN

Relationship to student: _____

Full Name: _____

Private Address: _____

Phone: _____

Place of Work: _____

Phone (Bus.): _____

Occupation: _____

Email address: _____

Mobile Phone: _____

Place of Work:
Phone (Bus.):
Occupation:
Email address:
Mobile Phone

ANY HEALTH PROBLEMS THE SCHOOL SHOULD BE AWARE OF?

NEXT OF KIN (To be notified in case of emergency)

Name _____ Relationship
Address _____ Phone (h)

Phone (w)

Name _____ Relationship
Address _____ Phone (h)

Phone (w)

Name _____ Relationship
Address _____ Phone (h)

Phone (w)

Signature of Parent _____ Date _____ Phone
