

## Christian City Church (C3)

### Question 1

Having a 2 monthly parent information evening requires commitment from parents. What strategies would be applied to encourage them to attend?

#### Answer:

Bringing up and putting children into right pathway to life is a big undertaking. As educators, we can guide the child for the duration they are with us, but this needs to be supported when they are home. The values and virtues: (hard work, perseverance and the importance of education etc.) that we teach need to be supported or at the very least not contradicted. Parents, caregivers and guardians all need to be on board for this to happen and ensure synergy of home and school, and the information evenings are the best, most direct way to achieve this when supported by other activities and communication. To that end, it is a core objective of ours to ensure that as many parents as possible can attend. We will approach this from several angles:

#### 1. Understanding and desire:

The need for active parental participation will be a message that will be consistent through the school, throughout enrolment, through all newsletters, take home notes, regular teacher communication.

We will constantly build and sustain relationships with local church groups and IWI so that the people of influence in the parents' life can reinforce the need and desire for active parental participation to the parents.

#### 2. Means:

Having the understanding that information evenings are important is not sufficient. We need to make it easy for the parents.

- We will allow the parents to bring in the children's siblings
- We will provide a program for the children who's parents are attending and,
- We will also work the parents on weekend information evenings instead of weekday information evening should there be a need.

#### 3. Practical results:

For the parents who do come, we need to ensure they feel value and are encouraged to come in the future. We will give them simple, practical and practicable action plans that they can take back with them to use in daily practice until the next information evening. For example, if encouraging attendance is the focus, we could help provide parents with a reward system. Give the parents a sticker sheet and a sticker booklet for every day that the child goes to school. And when that child fills out that booklet with stickers then at the end of the term all the students who have filled his attendance book (equivalent to e.g. 98% attendance) will be invited to a school movie night with popcorn.

**Question 2**

There is a requirement to remain at school after 3pm(p.26). Would students wishing to participate in club sports and other vents in their community be permitted to do so?

**Answer:**

After 3pm, we will have a period of sports followed by a period of supervised studies. This is to ensure that students don't simply go home and watch TV for 4 hours until dinner time. We welcome club sports and/or other extra curricula activity, and would encourage this. There is a balance that we need to monitor however. If a student is constantly involved in club, sports or other activity to the detriment of their studies and/or their homework, then we would look to open dialogue with the family for extra time at school for the student.

**Question 3**

The Operations Plan notes (p.44) that students will be accepted on a first come first served basis. The next bullet point notes that the role will represent a diverse ethnic group. How will the latter be achieved if early enrolments are not from a diverse group, and the cap is reached?

**Answer:**

We believe the school will appeal to a diverse ethnic group and it will be marketed to a diverse ethnic group.

Whilst we expect a good proportion of students to travel in from other areas, a large proportion of students will be from the immediate surrounding area. As such the school roll will be influenced by the demographics of the area.

We have had expressions of interest from our parents from as far away as C3 North shore, so when the full funding amounts are finalised and full costs are negotiated, we will look to start a bus service to bus students in from the various C3 churches (as collection points around Auckland). As yet there is no designated budget for this in the preliminary plan.

**Question 4**

P 46-will teachers be required to be members of the faith espoused by the C3 Church?

**Answer:**

We are looking for teachers who are good at teaching, passionate and dedicated. Faith is not a requirement, as long as they are not be averse to saying "grace" at meal times or morning prayers.

**Question 5**

If the maximum roll is set for a lower roll than you have applied for, would you still wish to proceed with your application? What are the implications of a reduced roll?

**Answer:**

We will wish to proceed however, we will need to look at what the final roll number is, and the surrounding conditions and criteria regarding roll increases in the future.

Our proposed total roll number will enable 2 classes of each year group. This will give us flexibility in many aspects of the schools' operation such as teacher support, student class competitions, etc.

Budgets and forecasts will also need to be remodelled to reflect the new roll numbers to ascertain feasibility based on the new numbers.

**Question 6**

If you propose to use some proportion of unregistered teachers, what is your compelling rationale for this?

**Answer:**

We firmly believe that degree qualified, registered and experienced teachers are vital to a good education and running the classes effectively.

It's only on very rare occasions that you can come across a committed and competent non-registered teacher who will be a good teacher. In our experience this happens too rarely to make allowances for.

We are proposing to use 100% registered teachers during the 9-3 teaching times. The only exceptions are 1 off specialist subjects (if any are taught).

Outside of those times from 8am to 9am and from 3pm onwards we will look to use non-registered teachers (We have termed them educators). These before and after school times are mainly for breakfast, settling in, learning support and extra curricular activities, and therefor utilising registered teachers is wasteful and prohibitive cost wise.

**Question 7**

What would a typical teaching and learning programme look like for your students? (i.e what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort.

**Answer:**

A typical teaching and learning programme would consist of a strong Literacy and Numeracy programme with a variety of thinking skills, integrated learning, ICT links and Inquiry-based learning. There would be a strong emphasis on linking oral and written English language, while at the same time recognising the need to link possible ESOL and Pacifica/Maori culture and language into the programme, therefore teaching language and culture from other ethnic groups. The curriculum would be broad, as from the NZC. Hands on, practical, process learning with a strong emphasis on excellent lessons, exciting curriculum, and planning for individuals would accompany daily/term and yearly planning/assessment and appraisals.






Please find an indicative junior and senior weekly timetable below:








timetabl e.xlsx

Please find some indicative learning Plans below:







  
 Juni or Weekly Writing Plan.doc Juni or Weekly Numeracy Plan.doc Guided Reading pl Book Plan Level 1 Plan Level 1.doc





  
 Seni or writing.doc Seni or Shared book.doc Seni or reading.doc Seni or Poetry.doc Seni or maths.doc

**Question 8**

How will your teaching and learning programme support priority learners (please provide evidence)?


**Answer:**




Priority learners need to be identified first. This would be highlighted at pre-visits, early diagnostic numeracy and literacy testing, as well as formal assessments. Information from other professionals may help this.

Even though I believe that teachers should be able to cater for most individuals in their classroom, except for physical and mental disabilities, there will be some medium to high level needs that demand a team solution, extra professional help or Independent Learning programmes (IEP) and possible extra funding

An Action Plan Table would be the professional register of these children with their name, age, DOB, ethnic group and need. It would then include a range of programmes and solutions being used to address the need of the individual or group of students. These can range from 1 on 1 professional help and counselling, to teacher up-skilling in specific curriculum areas, to computer software programmes, to physical classroom modifications, to parent assistance, goal setting or behaviour modification.

Please find a junior and senior Action Plan Table attached

  
 Juni or Action Plan Table.docx



  
 Seni or Action Plan writing.doc Seni or Action Plan reading.doc Seni or Action Plan maths.docx