

APPLICATION

To operate a

Partnership School | Kura Hourua 2014

Applicant: C3 Church Auckland

Date: 15th APRIL 2013

INTRODUCTION

Dear PSKH Judging Panel:

It is with great delight and honour, that we Christian City Church (C3) present our application for the Partnership School Kura Hourua 2014 Year.

As a church, we are passionate about the world and the people. Over the years, we initiated and continued numerous community outreach program that aimed to provide hope and love to the most needed in our society, and had the privilege to be part of countless breakthroughs in people's lives.

Children are gift from God. Each and every one of them deserves the best opportunity the society has to offer, and to become the most amazing individuals they can be in life. It has always been our dream to operate a school to provide an environment that nurtures both the body and the mind, to provide hope and guidance to children who has none.

C3 Church is a church with determination, commitment and talent. The Proposed School Board will consist of people with diverse background in corporate governance, business management, marketing, leadership, finance, education and people from the PSKH target population.

We have used our best endeavour to compile this application within the required timeframe. We understand that many policies are yet to be developed. However, the fundamental principal for the governance of the PSKH is to provide an equal opportunity to the target population (low-descile children) using an approach that's fair, encouraging and inclusive. We welcome discussion and input from the Ministry and industry expert to bring best practice into our proposed school.

We welcome any feedback or further questions you may have on our application. Thank you for your consideration.

May God bless our city to be full of Faith, Hope and Love !

C3 Church

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Section 2 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	Shane Zhan			
Position:	Project Manager			
Phone number:				s 9(2)(a) OIA
Mobile number:				
Email address:				
Fax number:				
Is the contact person authorised to negotiate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Applicant's organisational profile	
Full legal name:	Christian City Church Auckland
Trading name: (if different)	C3 Church Auckland
Name of parent organisation:	C3 Church Pacific
Physical address:	20 Cawley Street, Ellerslie, Auckland, 1051
Postal address:	PO Box 11406, Ellerslie, Auckland, 1051
Company website:	www.c3church.org.nz
Location of head office:	Auckland
Type of entity (legal status):	Charitable trust
Company registration #:	CC28520
Country of residence:	New Zealand
GST registration number:	33 583 320

3. Overview of Applicant's organisation	
Type of organisation:	Church
Year established:	1986
History:	This church has been running for 27 years. Within this it has been the main church for the oversight of currently 30 C3 Churches in the Pacific region. Within this organisation there is; a kids church, intermediate aged ministry, youth ministry, young adults ministry, women's ministry and recently an international ministry. Our church has been known internationally for its youth ministry (Primal Youth) and music.
Summary of experience relevant to this RFA:	C3 College since 2003. The main focus of our college is equipping young people for church ministry. C3 kids church. Educating young children about the churches beliefs.

	This covers ages from 0-14 years old.
Total number of staff in NZ:	Eight (8)
Number of locations in NZ:	Two (2)
Overseas locations:	0

4. Current business commitments & proposed key personnel

Business commitments:	None
Other Contracts with government	None.

5. Probity


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

6. Disclosure of proposed partners

Disclosure:	None
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7. Financial information

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

Current financial status:				
Gross revenue:				
Gross profit:				
Last audited financial accounts:	31 st March 2012			
Copy of latest audited accounts attached?	Yes		No	√
Copy of latest annual report attached?	Yes		No	√
Is organisation in dispute with any trade union?	Yes		No	√

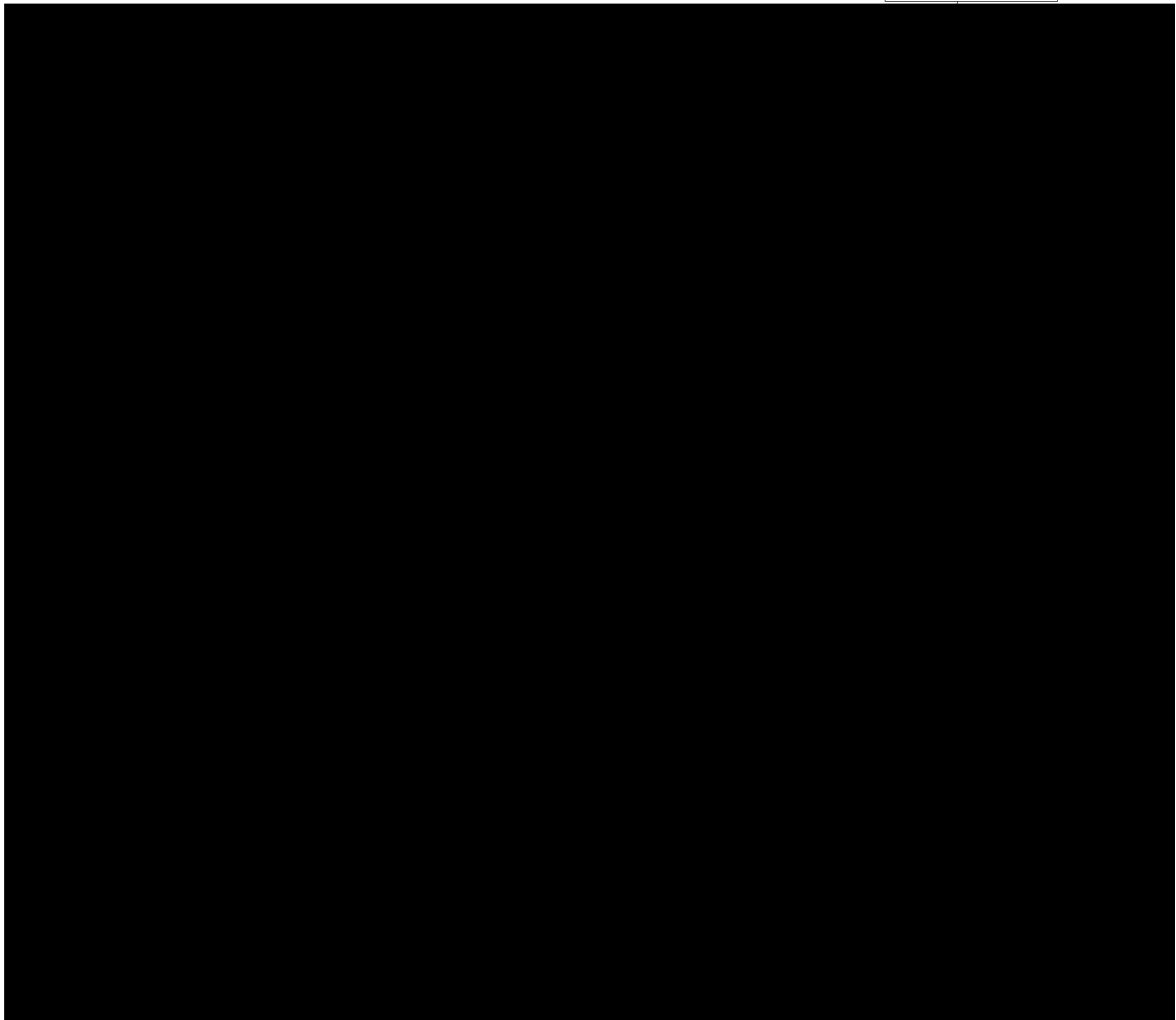
8. Quality standards	
Certificates held:	None, irrelevant to our industry
Quality assurance systems:	None, irrelevant to our industry
Internal audit:	None, irrelevant to our industry
Contract management:	None, irrelevant to our industry
Monitoring & evaluation:	None, irrelevant to our industry
Reporting:	Network reporting; growth, connect group attendance, class attendance, general church attendance, individual progress. These are done via church database monthly.
Financial management:	Weekly financial reports presented at senior meetings. Full financial report for Board meetings. Financial expenditure run to monthly budget, additional expenses (outside of the budget) need to be signed off by senior team. Double signatories required on all expenses.
Risk management:	RAMs forms are written for any outdoor activities or camps. Risk and hazard management for premise and building.
Records management:	MYOB for accounting. Web ChurchConnect for Church Database. Separate electronic internal storage of files. All financial documents (hard copy) kept for 10 years.
Staff training:	Two annual staff retreats. Guest speakers at staff meetings twice a year. Leaders training nights and small groups regularly.
Codes of conduct	All staff members must believe and live a life with Christian values. To be friendly and helpful to visitors and colleagues. It is compulsory to attend key events.

9. Occupational Health & Safety (OHS)				
Health & Safety Management:				
Do you have a written health & safety policy?	Yes	√	No	
Do you have an employee participation scheme for dealing with health & safety issues?	Yes	√	No	
Is formal health and safety training given to employees?	Yes	√	No	
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	√	No	
- Hazard Register?	Yes	√	No	
- Hazard information?	Yes	√	No	
History: Have you received health and safety award/s?	Yes		No	√

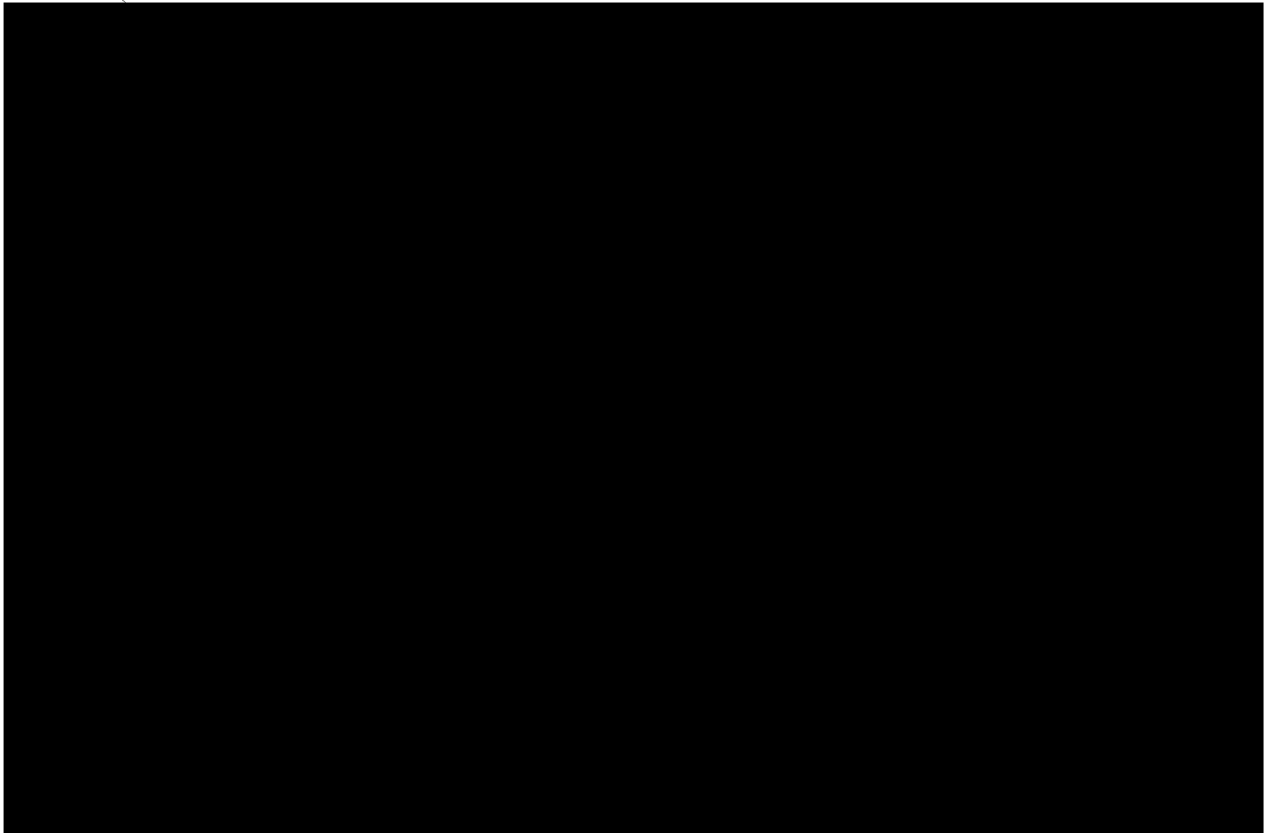
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	√
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	√	No	
Are formal hazard assessments carried out and recorded?	Yes	√	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	√	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	√	No	

10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees. s 9(2)(a) OIA



s 9(2)(a) OIA



Section 3 PURPOSE AND GOALS

Section 3, Question 1

Provide a detailed statement of purpose and goals that:

- a) describes your distinctive mission/vision and detail how it will enable student engagement and achievement and why you are proposing to open this school;
- b) defines the school's performance goals and detail how these will be achieved and measured; and
- c) outlines what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 1(b) above.

Answer to a)

What is our vision?

C3 School's Vision is:

- To provide our students with the **opportunity, nourishment, skills and hope**, to become **successful** and **fulfilled** individuals in life.
- To prepare our students for the next stage of their life with **essential knowledge** and **mental fortitude** that allows them to succeed.
- To serve our students and the **greater community**, and **bring resources together** for the betterment of the future generation.

How it will enable student engagement and achievement?

To become a successful and fulfilled individual, we believe there are two ultimate components: **Education** and **Attitude**. We believe that lasting student engagement and achievement is achieved through the delivery of these two components.

Our Education Believes.

1. It's an education of the entire family and community. For education to be successful, it must be a 3-way partnership. To achieve this our proposed school will:
 - Work closely with local community groups (e.g. local iwis, churches) to help promote the importance of education. Pasifika and Maori community has high level of engagement in churches, where we see as the most effective entry point for better engagement in these ethnic groups. We need to make sure our vision

is well-heard and understood by these community leaders, in return they will become our partners in this journey.

- Parent Education Evening. Bi-monthly (once every 2 months) Parent Education Evenings are to be held within the school on specific topics to help parents understand the importance of education and ways to help their children with study at home.
 - Regular and transparent communication. We will develop a software system that provides parents with clear view of children's weekly learning objectives and outcomes. Parents and school will be able to work together to resolve issues more effectively.
2. Standard of Learning. Create school-wide learning objectives that are appropriate for each level, and communicate learning goal with both children and parents. We believe that children focus and work better when there's a target/goal.
 3. Celebration of achievement in both Sports and Academic. Just as we celebrate achievement in sports, our school will also celebrate each academic achievement. This is especially important for young children, whose ideals and beliefs are greatly influenced by surrounding adults' acknowledgment.
 4. Practical and transferrable skills in the digital age. The role of the school is to equip the students with skills for the real world. Important skills such as computer navigation, touch typing, customer complaints, phone manners etc. are vital for the success of students' next stage in life and will be built into our curriculum.
 5. Extended school hours with built-in extra-curricular activities and nourishment (please see following section for detail). For financial, work and varied other reasons, most low-decile children do not have the chance to participate in after-school activities (e.g. sports, music), nor have any assistance or support for learning at home. After 3pm, all students will remain at school to participate in after-school programs and attend supervised home-work. We believe this is a very important uniqueness that will significantly improve the low-decile children participation rate, achieve higher education outcome, better social behaviors and provide parents will opportunities to find paid work (without worrying about paying for after-school care).

Our Attitude Education Believes

A good attitude is just as important as a good education if not more so. Education gives us the tools to be successful in life, and attitude prepares us with the wisdom and strength to live a happiness and fulfilment in life. Our attitude education focuses on teaching our students with the right attitude towards life and work, create healthy relationship within our community. The values we hold dear as a Christian group which we would teach the children are:

1. Hard-working. The concept of hard-work should be reflected in what and how the school teaches. The relationship between sowing and harvesting is vital and life is not about taking the easy way out. Students growing up used to do hard work is better equipped for the real world.
2. Appreciation. Greed and selfishness are main reasons that people are unhappy. Children need to be taught to be appreciative of what they are given by god and by others. And make the most out of life with what we have. There is always something to be smiling about in life
3. Be Humble and self-discipline. Our students will be taught to understand that there are always people who can provide us with insight, and there is always something we could improve upon.
4. Adaptable and resilient. We believe that education teaches the way to learn, but not everything there is to learn. The ability to adapt, improvise in changing situations are vital important to a happy and successful life.
5. Self-worth through accomplishment. Children are to be encouraged to take on challenges and gain self-worth and self-respect via overcoming barriers to succeed (e.g. learning goals etc.)
6. We believe Self-confidence comes from possessing the believe of one's ability to navigate through life no matter what happens. Only through the building of the above attitudes, we can produce truly confident and happy citizens.

The ultimate goal for our school is to produce successful and fulfilled individuals. And it can only be done through a well-balanced combination of practical, applicable Education and the right attitude towards life.

7. Christianity will be built into our curriculum. Christianity teaches Love, Faith and Hope, which are the building blocks for a successful and fulfilled life. We have witnessed countless times where Christianity provided hope in the hopeless and

anchor for the lost. We strongly believe that study of Christianity will strengthen our students' engagement and better the education outcome.

Meeting the Physical and Emotional Needs

It is no secret that many low-decile children do not have breakfast at home, let alone having the support and encouragement for better education. Many of those children witness the darkest corner of society, not knowing the possibility of an alternate life, let alone having the aspiration and courage to use education to change their lives for the better.

To achieve the best education outcome, we believe children (especially low-decile area children) need to have their basic needs satisfied, such as sufficient nourishment and feeling loved and cared for. Next, they must have hope through Christianity and witnessing real life aspirations.

1. Nourishment. A part of the school budget will be allocated to provide **free essential nourishment** (breakfast, morning tea, lunch and afternoon tea) that are vital for the development of children's body and mind. Through this exercise, children will not only be having energy to learn and perform; they will also experience the warmth and love of the school community.
2. Real life teaching. In addition to employing qualified/registered teachers for relevant academic subjects; we will employ/invite people with real life experience from different industries to teach/speak to our students. For example, we will have employers from society come to talk about what attributes an employer looks for in an employee; we will have real people from different industries to come talk about the pros and cons of their jobs and show them etc.
3. Real life aspirations. Often in low-decile areas, children do not get to hear or see success stories. They do not know an alternate way of life and get discouraged from making an effort for change. C3 Church is a place full of aspiration stories about people turning their life around through hard work and faith. We would like to bring in real life examples to show students how life can be even though you might get given a difficult start; tell the stories of different choices real people have made and the consequences they must face. We believe this approach can

be very powerful in shaping our children's faith and hope in life, hence producing a positive outcome.

4. Community Effort. Currently, there is a large gap between what most students believe 'life-after-study' is and the real world. When young people are not prepared academically or mentally for the tasks in the real life environment, they often crumble or quit in the face of challenge. It is also very difficult for new graduate to get a job because of the lack of experience. To bridge this gap and help our students to get started, we will work closely with local businesses to provide our students with a taste of real life experience to help get their foot in the door. We have a small pool of existing businesses within our church community that will allow this project to get started. We will also liaise with additional businesses to ensure a good coverage of industries.

Please note that our plan is to open and operate primary school initially, then extend to Secondary School when appropriate. Points 2, 3 and 4 above would be more applicable to students in Secondary School.

Why we are proposing to open this school?

Answer

As a successful Christian Church of nearly 30 years history, it has always been our mission to change and better people's lives. We are excited about the possibility of making a real difference to the lives of many young people and our society.

Children are gifts from God. Each and every child is precious and deserves to have an equal opportunity to be the best they can be in life. However, in our current society, children from most low-decile families are severely disadvantaged compared to children from "well-off" families.

We, as a Christian Church, and a part of the NZ community, feel that it is every responsible citizen's duty to provide all children with equal opportunities to become a successful and fulfilled individual.

We believe that we have the **knowledge** and the **determination** to make this PSKH a success and it will be a privilege to be given the opportunity to make this contribution to the society.

Section 3, Question 1. b)

defines the school's performance goals and detail how these will be achieved and measured.

Answer

- Learning Outcome Goal. We aim to deliver better learning outcome than existing location state school in the area with same decile rating in the area by a minimum of **10%**, by end of year 1 operation.
- Student Engagement Goal. We aim to reduce students' truancy rate by **10%** than existing state school in the area with same decile rating, by end of year 1 operation.
- We will use the same National Standard and reporting to measure our school's performance, against local same decile school. For example, below is a decile 1 school in central/east Auckland National Standard Reporting, column highlighted would be our target if our school is to be located in the same suburb.

Reading	Well Below		Below		At		Above	
	Sample School	Our Target	Sample School	Our Target	Sample School	Our Target	Sample School	Our Target
All students	11.90%	8.91%	32.40%	24.25%	39.50%	47.40%	16.20%	19.44%
Māori	12.20%	8.76%	29.30%	21.04%	45.10%	54.12%	13.40%	16.08%
Pasifika	12.10%	9.60%	37.40%	29.68%	34.10%	40.92%	16.50%	19.80%
Male	14.50%	10.89%	29.80%	22.39%	38.70%	46.44%	16.90%	20.28%
Female	8.10%	6.07%	36.00%	26.97%	40.70%	48.84%	15.10%	18.12%

Section 3, Question 1. b)

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

Answer

The key uniqueness and advantages in our proposal we believe are:

- Innovative yet Safe Approach.
 - o Extended education hours.
 - o Free food.

- Case studies and past events have proven that the above two points will **guarantee better result** in learning outcome and children/family engagement.

- Skills and Attitude. We teach not only the important skills, but also about love, faith and hope. These are vital for the future learning and development for children and have a lasting effect into their adulthood, benefiting the entire community.

- We are a reputable respected not-for-profit organisation with compassion. Community outreach activities we proposed within the PSKH is a natural extension of what we are already doing as a church in the community.

Section 4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

Part A – Proposed student population and educational need

Section 4.1, Question 1:

Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.

Answer

The student population attending the C3 School would be primarily from decile 1 – 3 families and pupils who are currently “falling through the cracks” of our education system, predominantly in South Auckland. We would complement the NZ Curriculum with Christian values, and these will be taught and upheld within the Values framework of the school. In the beginning we would expect to target pupils from Year 0 to Year 8, then Year 9-13 when appropriate. It would be equal opportunities gender balance school with a roll that could go up to and exceed 400.

Section 4.1, Question 2:

Provide detail on the following:

- a) the relationship between the student population to be served and the intended geographic location of the school;
- b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school;
- c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and
- d) how you propose to attract these students.

Answer

- a) With the primary geographic area being South Auckland we would be proposing that school would be open from 8am to 5:30pm. This respects the working ethic

of South Auckland families. Therefore the special character of the school means longer hours of instruction, feeding pupils during school and homework groups.

b) "It takes a whole village to raise a child." (African proverb)

There would be an explicit expected involvement from parents/whanau of the pupils to acknowledge and support the specific challenges facing Pacifica/Maori students in the Numeracy and Literacy curriculum area. Whanau involvement would take the form of meetings intended to inform and support the pupils. This is a beginning point to addressing N.Z's greatest concern over failing pupils. Once whanau are truly "on board" anything is possible. This is a non-negotiable part of the special character of the school.

c) Initially, like any school, we would diagnose the educational gifts and concerns through diagnostic testing and then put in place teaching practices to address the specific issues found re: ESOL, handwriting skills, basic literacy and numeracy skills, or confidence concerns. Having a connection to whanau support and not just the hard edge of a classroom is a key objective to addressing the issues of the Pacific/Maori community in South Auckland. Talking positively about school at home needs to take place.

When the year 8-13 classes are introduced, the involvement of other professionals such health professionals, government agencies, career minded people, transitional to employment professionals would be key in helping move students from school to job and school to skills and reduce the rate of unemployment.

The barriers to educational achievement for these pupils are based around a lack of confidence in classroom learning, an underdeveloped learning style around creative arts i.e. music, drama, dance and with the basics of Reading, Writing and Numeracy needing to be soundly addressed. These need to be targeted individually and in small groups through sound consistent teaching and learning. Data and assessment gathering to inform teaching practice, with a partnership with whanau and community are essential to success

d) C3 School will attract these students through a variety of means; advertising and media through newspaper, brochures, prospectus, open days, working with local preschool/kindys/ece centres, through church family attendance in South

Auckland, through a healthy sports and nutrition programme, and promoting our message of faith, hope and love through a sound teaching and learning educational plan that involves both education curriculum and values curriculum education .

Part B – Curriculum

Section 4.1, Question 3:

Describe:

- a) the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please explain why you chose this curriculum, explain how it aligns with the key elements of one of these documents and provide details of the curriculum by way of appendix; and;
- b) detail how your chosen curriculum will be delivered at each year level in your proposed school;

Answer

- a) C3 School will use the NZC curriculum framework. This curriculum framework is up to date, refined, and has a lot of supplementary materials to assist teaching and learning. The NZC comprehensively addresses the key areas of Numeracy and Literacy. It has an educational Values and Key Competencies framework that support Maori and Pacifica pupils with, for example, inclusive education, Participating and Contributing and Self-Management skills.

- b) We will hire qualified, experienced and talented teachers who can deliver this curriculum, with an emphasis on hiring teachers who can involve whanau, utilise the Arts and delivering excellence in the core subjects of Literacy and Numeracy.

For this, we have budgeted for competitive salaries to ensure we are able to attract truly talented and passionate qualified teachers.

We will be involving other trusted professionals to take part in the special nature of the school such as career-minded people, trades people, money-minded people for budgeting, values educators, and others who have shown a vested interest in future and destiny of these pupils

Section 4.1, Question 4:

Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

Answer

This curriculum is not new. It is targeting specific needs individually. It is about collecting data and assessing needs then tailoring programmes to address those needs from an educational and values perspective with the available resources. It gives students hope by involving firmly held values and a Christian perspective that says each and every pupil has been purposed and made by God and therefore has a God-given dream and destiny. It is about giving each pupil the tools to be successful in school and then have the confidence to enter the next stage of their destiny; and ultimately the workforce or a chosen field of study to find future employment.

It is ambitious to lead a school with these values and still meet the basic needs that many Maori and Pacifica pupils have in the core areas of Reading, Writing and Numeracy

Section 4.1, Question 5:

Set out clear plans for transition between phases of education and (if relevant) employment.

Answer

Transition from school to job/tertiary education would involve having career-minded people from the community, part time transition teachers, whanau discussion and clear options available and then followed up on. Creating a system that tracks that process is a key to it's success.

Part C - Learning environment and teaching

Section 4.1, Question 6:

Describe your proposed instructional methods, including at a minimum:

- a) any distinctive instructional approaches you propose to be employed;
- b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels; and
- c) help produce the educational outcomes anticipated in the school's goals.

Answer

- a) A balance of teacher directed and co-construction methods will exist in this school, more so as the children progress through the school. Involving pupils in helping to decide goals and achievements objectives allows them to take proportionally more ownership of their learning and their future. Creating classes that respect and promote this style is an method of instruction. Involving other trusted and knowledgeable professionals in practical and specific skill training will take place.
- b) A balance of teacher directed and co-construction methods will exist in this school, more so as the children progress through the school. Involving pupils in helping to decide goals and achievements objectives allows them to take proportionally more ownership of their learning and their future. Creating classes that respect and promote this style is an method of instruction. Involving other trusted and knowledgeable professionals in practical and specific skill training will take place.
- c) It is a "talking curriculum" What we mean by this is that pupils are invited to understand what they are learning and why they are learning it. Maori and Pasifika pupils must learn to ask questions, be involved and see why it is important to be part of the learning journey rather than have education "done to them" When they see the outcome of a great job or important tertiary course of study, it makes more sense to be part of the process.

Section 4.1, Question 7:

Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

Answer

When we get alongside a struggling student and take the time to talk through a problem a “bridge is built.” There are a lot of bridges to build! It is time to identify the problems areas and create a new and recognised pathway that allows Maori and Pacifica pupils to participate in goal setting and achievement, take an active and important part in a practical Arts and Sports focused programme teaching skills and values and an education system that lets these groups explore underutilized skills. At the core of this education plan we will address the fundamentals of Reading, Writing and Numeracy alongside a values-based Christian programme with the help and assistance of whanau

Section 4.1, Question 8:

Explain how the proposed school’s Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.

Answer

When we get alongside a struggling student and take the time to talk through a problem a “bridge is built.” There are a lot of bridges to build! It is time to identify the problems areas and create a new and recognised pathway that allows Maori and Pacifica pupils to participate in goal setting and achievement, take an active and important part in a practical Arts and Sports focused programme teaching skills and values and an education system that lets these groups explore underutilized skills. At the core of this education plan we will address the fundamentals of Reading, Writing and Numeracy alongside a values-based Christian programme with the help and assistance of whanau

Section 4.1, Question 9:

Outline the school’s planned self-review processes.

Answer

The school will undergo regular self-review not unlike other public or private institutions, inviting trusted professionals from mainstream and private schools to assist with this process. Self-review, against a stated criteria will help guide the school to create “best practice” teachers and over time create a strong charter school model.

Part D - Student progress and achievement

Section 4.1, Question 10:

State which qualifications will be offered by your school if it is a secondary or composite school.

Answer

We envisage a similar qualification system to what NZ has at present. We will use similar data gathering and assessment practices already in Primary and Secondary schools. Reading assessments such as PROBE/Running records, Numeracy assessment such as NUMPA and Gloss and other tools such as ASTTLE will help Primary Education. NCEA would guide the Secondary system.

Section 4.1, Question 11:

Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:

- a) how student progress and achievement will be measured, tracked and reported; and
- b) how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

Answer

- a) We will be tracking student achievement through an internet system such as ETAP, where comprehensive data gathering, graph creating and tracking can take place. This tool allows teachers to plan lessons appropriate to student needs and to inform parents against a clear set of benchmarks.

We will be reporting parents once per term either in a written report or whanau conference.

- b) This comprehensive data collection and assessment means we can tailor teaching and learning to children specifically, intentionally and practically.

4.2 SUPPORT FOR LEARNING

Part A – Parent / Family / Whānau / Community involvement

Section 4.2, Question 1:

Describe how you propose your school will:

- c) work with students, parents, families/whānau and community to promote high attendance levels, school-wide;
- d) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;
- e) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process; and
- f) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

Answer

We believe that bettering children's education is an education of the **entire family and community**. In high-decile and private schools, most parents understand the important of education and work closely with school to ensure the continued positive learning outcome for their children. However inside low-decile school, many children would be arriving school without breakfast, sitting in front of the TV after school etc. Many parents although want the best for their children, simply do not understand the importance of education themselves, nor have they got the knowledge to assist with their children's homework. For Education to be successful, it must be a 3-way partnership. To achieve this, our proposed school will:

- Work closely with community groups, such as iwi groups and churches to help promote the importance of education. Pasifika and Maori community has high level of engagement in churches and community groups, where we see as the most effective entry points for better engagement in these ethnic groups. We need to make sure our vision is well-heard and understood by these community leaders, in return they will become our partners in this journey.
- Hold Parent Education Evening once every two (2) months. These information evening will be specific topics that helps parents to understand the importance of education and ways to help their children with study at home.
- Have regular and transparent communication. We will develop a software system that provides parents with clear view of children's monthly learning objectives and outcomes. Parents and school will be able to work together to resolve issues more effectively, such as Truancy.

Part B – Community Participation

Section 4.2, Question 2:

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

Answer

Children is the future of our society, our ultimate goal is to help creating successful and fulfilled individuals. A child's experience at school, in the family environment, from their peers or within the community all have great influence to whom they will become. We believe that all community agencies want the best for the children, and naturally, we see them as important partners for what we try to achieve. It is a mutually beneficial inclusive partnership relationship.

Section 4.2, Question 3:

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

Answer

Due to the limited timeframe, we have not yet formed any formal partnerships with other organisations. C3 has always worked together with other organisations during different projects.

As described in the earlier section, attitude is just as important as education in one's life. We have committed individuals (whom our target population can easily relate to) would donate their time as guest speakers at our school to share their stories of success. It is vital to provide hope and aspirations to children who are less fortunate, and show them that with education, hard work and determination, they can live a successful and fulfilled life.

Part C – School Organisation and Culture

Section 4.2, Question 4:

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

Answer

To support students learning, it is important to have both the right methodology for education and the right culture environment. Our principals on how we would like to organise our school are:

- Inclusive culture where everyone is to be part of the group. Christianity based culture that fosters caring, appreciation and respect.
- Small group activities and individualised learning goals.
- Celebration of achievement. Handwork and progress must be acknowledged both individually and in front of a group to foster the self-respect that came from
- Individual accountability of students learning outcome are fall upon each individual teachers. Regular and transparent student progress reporting to principal and syndicate leaders.
- Administrative tasks are to be taken off the teachers as much as possible or be made as simply as possible. E.g. software system that records and plans a child's learning goals and progress. Separation of CEO and Principals roles. We will use parent support for some other routine tasks such as sharpening the pencil etc. Leaving the teacher to be the best they can be.

Section 4.2, Question 5:

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

Answer

- We propose to operate a Primary School offering Year 0 to Year 8 education. We would like to expand into Secondary School in future years.
- School Calendar: would be same as a normal state school in the area, with 4 terms each year, meeting the minimum numbers of half/days open requirement set by the Ministry.

- Operating hours: 8:00am – 5:30pm, Monday to Friday, except public holidays.

Between 8:00-8:30 we will start the day with supervised breakfast and Morning Prayer. Then students get ready for the start of the school.

8:30am – 3:00pm is standard curriculum education.

After 3pm, all students will remain at school to participate in after-school programs and attend supervised home-work. We believe this is a very important uniqueness that will significantly improve the low-decile children participation rate, and resulting in better education outcome, better social behaviours. At the same time, it also provide parents will opportunities to find paid work (without worrying about paying for after-school care).

During the after school hours, we will also introduce Christianity and to the students within appropriate time slots, no more than twice a week.

- Number of Timetables: Not Applicable Yet. We intend to operate a primary school initially and expand to Secondary and High School in future years.
- The calendar year will start with 2 teacher only days to induct the staff on the vision, the structure, and the daily routine of school life and high expectations. Assessments for Numeracy and Literacy will be ongoing on a month by month basis; i.e. running records of pupil reading will be recording monthly. Other assessments will be agreed upon based on the achievement objectives and learning outcomes of each particular area of study. Whole staff Professional development (PD) will be chosen on priority of need; i.e. Numeracy and Literacy as a major priority and other curriculum as a minor priority. Teachers will also gather PD from other courses and opportunities being offered through the school and around the city. Parent/teacher conferences will take place at least twice and year with students welcome to participate and “show off” their learning through a wide variety of media and oral excellence. Co-curricular activities will be encouraged with parents/professionals from the community invited to help.

Part D – Safe Learning Environment

Section 4.2, Question 6:

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

Answer

- To support students learning, it is important to have both the right methodology for education and the right culture environment.
- Our philosophy is that: all people (especially children) want to be good and proud of themselves. It is through their experience that they become dis-engaged or develop difficult behaviour.
- For children to learn best, they must feel secure and safe, loved and cared for. It is vital important for the school to provide an environment that the children do feel loved and cared for. For older children, they also need to have hope and aspiration. Knowing that through hardwork, they can live a life with happiness and fulfilment.
- We also believe that often children's difficult behaviour is caused by boredom and lack of direction. Children's mind must be engaged, and it is the educators' job to provide engaging learning experience.
- Discipline is a must, children must have clearly defined boundaries and understand there is a consequence for any action. However, discipline alone does not work, discipline must be coupled with love and fairness.
- On the above basis. Our school will be focused on providing teachers with all resources they need to, to provide engaging, individualised learning plan. Each child is treated as the precious gift they are from God, and provided with love, opportunity to freedom to become the best they can be.
- All children are expected to participate in all school activities. Students can choose their preferred activities where extra-curricular activities are concerned; however, children are encouraged to participate in all activities.

Section 4.2, Question 7

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

Answer

We will work with other local schools and the ministry to complete this part of our school. Many other low-decile schools and the Ministry would have vast practical knowledge and experience to share with. Our principals are that: children require both structured and guided activities to engage; rules are to be explained and understood clearly; unacceptable behaviours are to be dealt with immediately; children must respect authority; for discipline to be effective, it must be coupled with love and care, carrot and sticks work best together.

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

Section 4.2, Question 8

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

- a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities;
- b) the support and mentoring for any staff that are not registered teachers; and
- c) how this will enable the school to meet the needs of priority students.

Answer

- a) Professional Development will be data driven. If the school data gathering process highlights an area of weakness over a period of time, then it is managements role to identify that and begin the process of seeking ways to develop staff in this area. Training administrators will take a similar process so that the whole school continues to update and upskill, continually striving for excellence and student achievement.
- b) Mentoring beginning or provisionally registered teachers needs to be a rigorous but supportive task, with appropriate remuneration attached for the mentor teacher. A system by which a beginning teacher is accountable and supported by an experienced teacher should take the general form of 2 weekly observations and modelled teaching by the mentor teacher for the first 6 months. After that a relationship has been established and monthly reflections, modelling and observations can then continue around “best practice” and continuing a high standard of professionalism. Beginning and provisionally registered teachers are enthusiastic and well informed about up to date practice and thinking. With the

support and guidance of an experienced teacher they will work towards meeting the defined needs of priority students.

Utilising and managing non-registered teachers would take a variety of forms; firstly processes around police vets and previous histories would be completed. Once positively completed registered teachers would sit in until they were comfortable with the pupils in their care. Secondly, long term they would undergo an induction process that helps them to meet minimum requirements of managing and educating pupils. Thirdly, they would co-teach with a registered teacher and fourthly they would have a journal to complete a reflection of their teaching practice to be signed off by their mentor teacher.

c) Is answered in conjunction with part b)

Section 5 BUSINESS PLAN

Part A – Governance, Management, and Administration

Section 5, Question 1:

Describe your proposed structures and design rationale covering:

- a) Governance;
- b) Management;
- c) Administration; and
- d) Subcontract arrangements (if applicable).

Answer to a)

Governance

Good effective governance is the key to ensuring objectives are met and success is achieved.

C3 school will be governed by a duly appointed board. Only candidates of the highest calibre will be selected for this board and will consist of business leaders, life leaders and community leaders. Selection onto the board will be via consensus of existing board members, and appointment of the chairperson and treasurer will be by election of the members of the board. The board will meet quarterly and will have duties of:

- ensuring the school has a clear sense of purpose by establishing and monitoring the school's strategic objectives, documenting these objectives in a school charter, and monitoring progress in achieving these objectives
- setting priorities and goals for improvement of learning and achievement in the school
- seeking assurance from the management (principal, CEO and senior staff) that the programmes being implemented in the school can achieve the goals
- monitor the school's performance against student achievement outcomes
- seek assurance from the school's management that the school's resources are being used optimally to deliver the agreed outcomes, ensuring, for example, that resources are available to ensure the knowledge and skills of the teachers are up to date
- signoff of capital expenditure items that are over the CEO's approval limit (e.g. new buildings)
- be accountable for the exercise of decision-making rights,

- And direct authority over appointment, performance reviews and termination of both the CEO, and the Principal.

In contrast to a traditional state school board, this board is expected to be longer serving and will accumulate the experience that will come with time. The board will also be accountable both to the parent organisation (C3) and, as high profile members of the c3 and local community; each board member will also have accountability to the communities.

The members are used to making hard business decisions and will be able to put their vast accumulated experiences towards effective running and governance of the school as well as towards the supervision of the school's management.

Answer to b)

Management

Management of the school will be partitioned into 2 jurisdictions.

- A CEO, who will be employed to ensure effective and prudent co-corporate governance. Including all the day to day transactional, financial, marketing and non-educational related running of the school and,
- A Principle, who will be employed to ensure curriculum and educational targets are met and exceeded, and teachers are given guidance and support.

This is in contrast to traditional principals who may also responsible for all aspects of the daily running of their school. This will ensure the principal can focus on attaining educational goals and raise the level of curriculum and education at the school.

Answer to c)

Administration

Dedicated administration will handle all day to day administration including but not limited to: attendance, correspondence, parent communications, community communications, organising community training, organising parent workshops, organising special speakers, special events, bills, enrolments, etc.

Dedicated Human resources will be employed to handle Payroll, organisation of Professional development, Human resources and recruitment,

A systems administrator will be employed to control all school IT systems, PABX, telephony, printing, website, blog and data systems. Capital expenditure needs to be approved by the CEO.

All building and maintenance needs will be assigned to a janitor. Maintenance schedules, activities and costs incurred will be recorded by the janitor and submitted to the school administrator on a weekly basis.

Food preparation will be by a dedicated cook and a detailed logbook submitted to the school administrator on a weekly basis.

Registered and qualified teachers will be employed in all classes between 8:45 – 3:15 with non-contact time thereafter. Staff related administration such as programming planning will be conducted in non-contract time. Any PD requirements will need to be submitted for approval by the Principal.

Non-registered or Non-NZ registered teachers or volunteers will be employed before and after school. Non-registered teachers will not be required to conduct administration duties other than roll calls which will be sent to the school administrator prior to registered teachers commence teaching at 8:45.

Answer to d)

Subcontract arrangements (if applicable)

All accounts will be through an independent 3rd party and accounts are audited yearly.

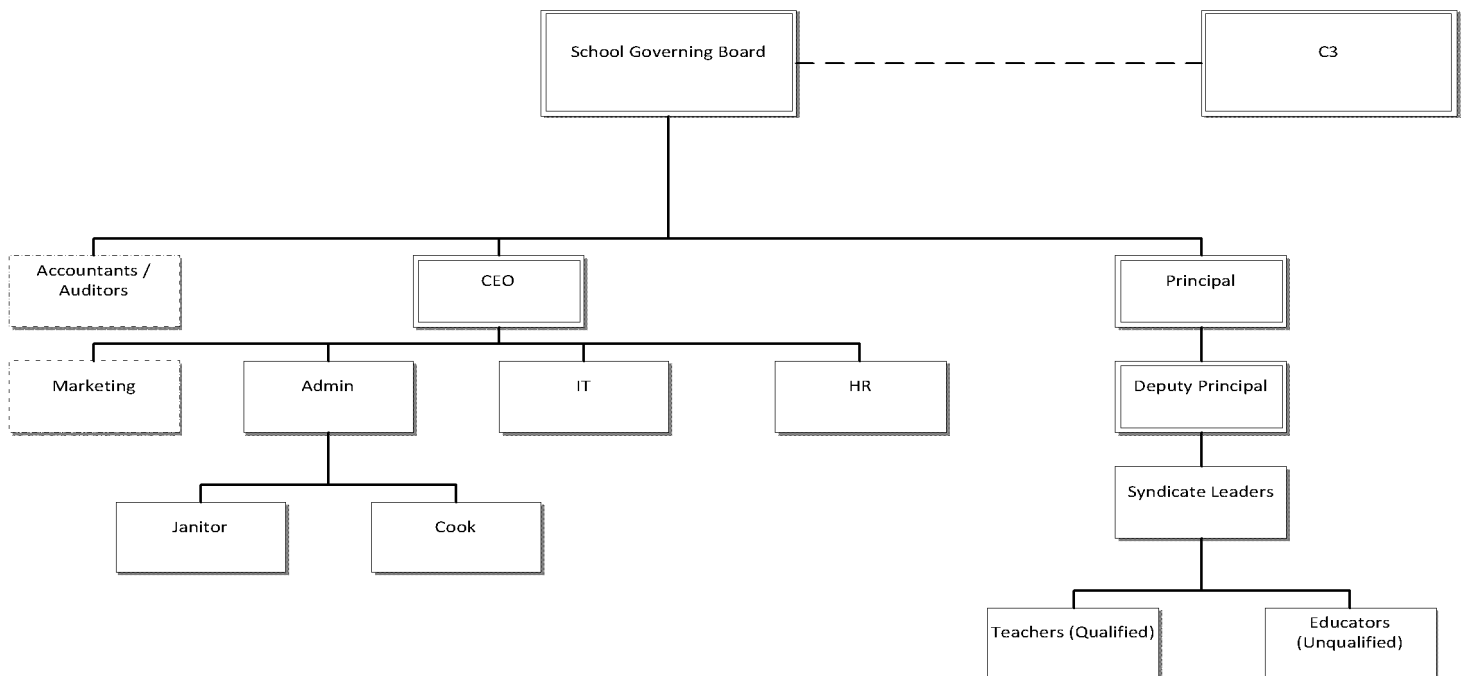
Any building, major maintenance work and capital expenditure will be opened for tender by qualified contractors with final approval by the CEO. Justifications and decision making will be recorded and available for inspection on request by the board.

From time to time external parties may be sub-contracted into the school to provide 3rd specialist support. E.g. Speech therapists for students that fall outside the ministries qualifying criteria's. These will be conducted on a case by case basis and all decision making criteria will be available for review, and sub-contractor performance documented for future evaluation.

All non urgent capital expenditures above the CEO's limit must be schedule for review inside the quarterly board meetings.

In the event that the expenditure is above the CEO's approval limit, and the expenditure is of an urgent nature, an emergency unscheduled board meeting will be called to approve the expenditure.

C3 School Organisational Chart



Section 5, Question 2:

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

Answer

The sponsor (C3) will appoint members onto the c3 school board. The sponsor will have no direct role in the day to day running of C3 school expect through:

- Setting up the original framework of the charter agreed to between c3 church, the board and the ministry and,
- Initial appointment of the c3 school board.

Under extra-ordinary circumstances the sponsor will have the right to dismiss the board, and the exact policies and procedures for this will be laid out in detailed policy documentation should our submission be approved. As with all our policy documents, we would welcome the ministry's and/or the partnership board's input at the time.

Section 5, Question 3:

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

Answer

- We consider that the school is in partnership with the community, parent, family and teachers of the school.
- We welcome and actively encourage feedback and input. We have incorporated into our planning a regular, 2 monthly parent – school information evening. This is an opportunity for the parents to give feedback to the school on what they would like to see improved, as well as an opportunity for us to communicate effective strategies to the parents and wider community.
- We will also implement an open door policy for parents, family, community and teachers to be able to have conversations with members of the school regarding any concerns, clarifications feedback or suggestions.
- Parents will be regularly updated and fully informed on what is happening in the school by newsletters , live blog feeds and web/IOS applications.
- It is envisioned that the CEO will seek community feedback for any decisions that will result in major changes to the school, however the CEO does have discretion on individual matters as they arise.
- Once a decision has been made, any major activity that will affect the school will be notified to the community in advance.

Part B – Planning and Establishment

Section 5, Question 4:

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

Answer

Please refer to Appendix – Project Plan

Part C – Finance

Section 5, Question 5:

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

Answer

C3 School has prudent , experienced accounts and financial controllers on the board who will manage funding availability and expenditure in conjunction with the CEO. In Addition to the government bulk funding, we will also receive an initial lump sum investment from the sponsor to help with setup and initial expenditure.

The sponsor, C3 Church has many talented and experienced volunteers with wide ranging skillsets from marketing and design to accounts and administration to IT infrastructure and programming to Junior, middle level and senior management.

We also have vast array of tradespeople in our community from painters, builders to electricians, plumbers, glaziers, roofers etc.

The cashflow forecasts in Appendix – Cashflow Forecast as part of answer to question 6 shows a worst case scenario where all expenses are realised. In reality a significant portion of apportioned costs will be saved through internal volunteers and trade discounts.

Section 5, Question 6:

Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.

Answer

Please see Appendix – Cashflow Forecast.

Section 5, Question 7:

Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- a) what you propose this funding will be used to provide; and
- b) what the nature of the relationship between the school and the funder will be.

Answer

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

- a) An initial lump sum investment of [REDACTED] will be made by the sponsor to C3 School. This sum will be used to cover initial startup expenses, any salaries payable prior to the 2013 funding year and act as a buffer for cashflow shortfalls.
- b) C3 School will be run independently from C3 Church. However, in addition to direct monetary support C3 School will benefit from a host on ongoing support including, but not limited to:
- Marketing support
 - Volunteer pool for educators, mentoring etc
 - Community reach and access to a large pool of organisations that students can benefit from
 - Potential rent subsidies if the premises can be a dual purpose church on the weekends.
 - A host of other synergies that comes from having a well respected, well known community orientated sponsor

Section 5, Question 8:

Describe your proposed:

- a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;
- b) provisions for conducting annual audits of the financial operations of the school; and
- c) types and levels of insurance that you propose as required to operate a PSKH.

Answer to a)

Financial Management

- The budget for each year will be prepared and presented to the governing board for approval.
- Monthly reports to be presented to the Board comparing actuals versus budgeted expectations.
- Any additional expenditure outside of the budget will need board approval
- Any significant expenditure (Budgeted or additional), will need board approval. This figure will be set by the board.

Accounting Procedures

- Bookkeeping records will be done electronically on a recognised program
- Each department will be issued with budgets for all relevant expenditure
- All invoices must first be signed off by the necessary Department head before payment
- Departments will be advised when their budgeted allowance has reached 50%, 80 % and 100%
- A petty cash system would be set up for small office expenses.

Answer to b)

provisions for conducting annual audits of the financial operations of the school

- A set off accounts will be prepared each year by a qualified Accountant and then independently audited.
- Audited Accounts will be prepared and presented to the board within 3 months of the financial year end.

Answer to c)

types and levels of insurance that you propose as required to operate a PSKH.

We have budgeted for:

- [REDACTED] s 9(2)(b)(ii) OIA
- [REDACTED]

We will be happy to take advisement from the ministry on what other types of insurance is recommended.

Part D – Facilities

Section 5, Question 9:

Describe your proposed facilities covering:

- a) where you propose the school will be located when it opens;
- b) the type of property arrangement and the terms of the tenancy (if applicable);
- c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or
- d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;
- e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and
- f) your financing plans for acquisition and renovation of a facility.

Answer to a)

Where you propose the school will be located when it opens.

We will be seeking a location that will be easily accessible in South/South East Auckland.

2 potential areas are: Mt Wellington/Pamure (Decile 1) and East Tamaki (Decile 1)

Answer to b)

The type of property arrangement and the terms of the tenancy (if applicable)

Depending on the terms and scope of the PSKH contract we will either rent on a long term fixed contract with a 3rd party commercial landlord or attempt to rent to own the property or buy the property outright.

The longer the initial contract, the better our arrangement with potential landlords can be, and ideally we would like to sign for 5 plus years with 3 rights of renewals.

A possibility could be to convert a part of the existing C3 Church into the school.

These details will depend on the exact nature of the contract awarded and we would welcome ministry feedback at the time.

Answer to c)

If a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate

No sites have yet been identified as any site on the market is open to tender by the public. Until the contract is awarded we cannot secure any sites.

Answer to d)

If a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;

We have included in our project plan a timetable for the identification and acquisition of a suitable site.

We also have a backup option of converting part of the existing C3 premises in Mt Wellington/Panmure into a suitable school. If no suitable sites can be acquired within the allocated timeframe, we will convert an existing, unused secondary part of the building as well as some currently unused portions of the main building for the school's exclusive use.

A budget has been set aside from this and is included in the cash flow plan forecast spreadsheet in question 6.

Answer to e)

If proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required

We are not proposing to convert an existing school at this stage, unless a school is available in our area after the contract has been awarded. We will be happy to look at it at that point in time, and a renovation budget has been put aside from this

Answer to f)

Your financing plans for acquisition and renovation of a facility.

Depending on the facilities and the nature of the contracts etc, we can raise additional funds to purchase suitable facilities. Our C3 church community includes professional landlords and property investors, and we would be happy to form a C3 School property trust to fund such an acquisition.

If a suitable facility is not available for purchase within the timeframe allocated, we have set aside a very high rent for a suitable premises. It is assumed that such a

costly premises will attract large financial contributions from the landlord for renovations and/or rent holidays and/or the standard of the premises will be very high to begin with.

Our financials are attached in the cashflow spreadsheet in question 6

Section 5, Question 10:

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

Answer

- An asset management database will be utilised to store and record all school assets, locations and current condition.
- Assets will be broken down into 2 categories: Resources and Assets, as determined by their estimated lifespan.
- For resources which we expect periodic replacement, a depreciation of 30% PA will be assigned. When the assets reach 80% of their lifespan, replacements will be procured.
- Assets are expected to have a lifespan of 5 or more years. A depreciation of 15% will be assigned. When reach 80% of their lifespan, replacements will be procured.
- A yearly depreciation accrument will be deducted from the operational budget and put into the School's trust account, overseen by the board. This will ensure the funds are available for replacement procurement when the time arises.
- The building will be subject to WOF inspections every year or as area code determines is necessary, and a further [REDACTED] every quarter has been budgeted for repairs and maintenance. s 9(2)(b)(ii) OIA
- Our policies will ensure that all necessary compliance procedures will be in place prior to the school commencing. E.g. the buildings will be open for inspection by relevant compliance offices e.g. fire alarm systems, monitoring systems etc. Any actions required will be submitted to the CEO for auctioning and these and all other reports will be recorded and stored for record keeping.

Part E – Enrolment and School Marketing

Outreach to the Community

Section 5, Question 11:

Describe how the school and its program will:

- a) be publicised throughout the community;
- b) how the school will target parents/family/whānau who may not be engaged in their child's learning;
- c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and
- d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Answer to a)

The sponsor - C3 church is founded on the philosophy and lives by the principal to be active in and reaching out to our community.

In addition to the numerous established community programs, in 2012-2013 we have:

- Provided 3 free school parties in low decile schools. (No strings and no preaching, simply to show the kids a good time)
- Provided over 90 free lunches to children in low decile schools every month
- Provided food to community members in need regardless of whether they are part of the congregation
- Provided meals and support to South Auckland street workers on a fortnightly basis and more.

C3 Church is very highly regarded in the community and we have a great network of members who actively spreads word about the Church and a good media presence.

C3 school, will publicised itself to the community by:

1. Word of mouth from existing members (circa 2000 active members)
2. Press and media

3. Liaising with local preschools, kindergartens
4. Local newspaper advertisements
5. Online presence and social media
6. Leaflet, flyer drops
7. Open days

Answer to b)

How the school will target parents/family/whānau who may not be engaged in their child's learning;

Our close association with the local community and local community schools means we can effectively engage in open dialogue with them. Working together, we can seek out and target these parents/family/whānau.

Because we offer much more than just a normal school, we will appeal to all sectors of the community, including those who are not engaged in their child's learning at this point in time.

Our philosophy is that a great majority of those who are not currently engaged can be educated to become engaged in their child's learning and it is our vision to achieve this.

Answer to c)

Identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

The sponsor has great existing relationships with local IWI, other churches and community organisations such as kindys, ece centres, CAP etc.

C3 School will leverage and build upon these relationships. We do not see ourselves as the sole solution. We see ourselves as a key part of the whole solution.

Answer to d)

If proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Not applicable

Future expansion and improvements

Section 5, Question 12:

Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Answer

- We are capping our enrolments at 50% during term 1, and 70% during term 2 for years 1 to 7 only so we can fine tune our processes. We expect a full roll of years 1 to 7 from 3rd term 2014, and a full roll of years 1 to 8 from term 1 2015.
- As yet there are no plans to expand the size of this year 1-7 school within the next 5 years. However, we do intend to expand the year levels we are able to cater for in 2015-2016 to also cater for years 8-13.

This can be through extension of this school's license or by submission of a dedicated PSKH license for years 8-13.

- Similar to our reasons for capping term1 and term2 enrolments, we want to restrict ourselves to years 1-7 so we can fine tune our backend processes to ensure we can cater for the much more diverse and resource intensive older year groups.

This will also give us an additional year in 2015 to build and develop a year 8-13 school as it will allow year 7 students to move into year 8 in 2015.

Part F – Other

Section 5, Question 13:

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

Answer

In cases that the property will be used for the C3 School does not have the following, we will utilising local facilities to assist with teaching and learning.

- Large field.
- Swimming pool.
- And other facilities if necessary.

Section 6 OPERATIONS PLAN

6.1 Student Policies and Procedures

Part A – Timeline for registering and enrolling

Section 6.1, Question 1

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

Answer

Our Operations Plan has not yet been fully defined. The answers below aim to define the principals and basis of our operation policies and procedures.

- C3 School will have an open enrolment scheme where all children will be accepted, and it is on a first come first served basis.
- School role will represent a diverse ethnic group, with a minimum of 60% being Maori and Polynesian.
- We do not accept international student enrolment.
- Our PSKH school rule, policies and procedures will be made available to the public by 30th September 2013.
- Students wishing to enrol at our PSKH school for the 2014 school year is encouraged to register no later than 31st December 2013, and enrolment forms m
- It is understood and explained explicitly to all enrolling families that they are highly recommended to thoroughly read and understand our school rules which may be different to a traditional public school. This is to ensure that our philosophy is in alignment to their value and believes. By enrolling their children, they are accepting our school rules and agree to obey by them.
- Each year's class size will be limited to a maximum number of children determined by us.
- In event there's higher demand than maximum school role allows, additional students will be placed on a waiting list. When a placement is available, the selection within the waiting list will be by ballot.

Part B – Policies and procedures for withdrawal, suspension and expulsion of students

Section 6.1, Question 2

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

Answer

This is yet to be developed. However, our principals in this area are to follow our school rules and Ministry of Education’s guidelines. The policy will represent fairness, flexibility, thorough but sensitive investigation. We will welcome Ministry of Education’s input into this policy.

Part C – Grievance Process

Section 6.1, Question 3

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

Answers

This is yet to be developed. Our principals in this area are to follow our school rules and Ministry of Education’s guidelines. The policy will represent fairness, prompt action to complaint, support for parent or student etc. We will welcome Ministry of Education’s input into this policy.

6.2 Personnel


Part A – Key leadership roles

Section 6.2, Question 1

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

Answer

s 9(2)(a) OIA

Position	Name	Qualifications or Min Qualifications Needed
Interim CEO	Shane Zhan	
CEO	TBA	BCOM / MMgt, 5+ years EXP in a senior leadership, business/corporate management role
Principal	TBA	BTchg, 10+ years teaching EXP, and 5+ years in leadership role
Deputy Principal	TBA	BTchg, 5+ years teaching EXP, and 2+ years in leadership role

Position descriptions are attached as appendixes.

Section 6.2, Question 2

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

Answer

Teachers will be hired based on a number of criteria; experience and training in particular educational fields, the expressed needs of the school, and the direction and vision of the school. Our hired teachers need to have moral and ethical standards, a willingness to be led and develop leadership, a willingness to develop teaching excellence and try innovative ideas. They will need to know about teaching techniques such as thinking skills, technological advancements related, for example, to digital technology, behaviour management skills to manage children effectively and easily with a wide variety of techniques to assist children to manage their own behavioural concerns. These intrinsic and taught skills, behaviours and attitudes will enable teachers to role model to pupil's high expectations and then implement

excellence throughout the school. This specially picked staff will implement the vision of the school.

Part B. Qualifications of school staff

Section 6.2, Question 3

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

Answer

100% of all primary teaching staff (excluding teacher aid and before/after school activities supervising staff) will be filled by qualified and registered teachers.

Section 6.2, Question 4

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

Answer

We will implement personality test on staff interviews. Staff must give permission for police vetting and reference and background checks. Employment may then be offered to candidates who returned satisfactory results on the vetting and checking process. All new employment will have standard 3-months trial period.

All volunteers will undergo police vet and background checks before he/she is allowed to participate in school/students activities.

Part C - Staffing Plan

Section 6.2, Question 5

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

Answer

- With a full role of 400, we will have 37x staff in total. 16x full time qualified and registered teachers (primary teachers), 14x part time unregistered educators (for before/after school care and teacher aid). 1x dedicated Principal, 1x dedicated CEO. 1x HR staff, 1x full time cook, 1x IT, 1x admin, 1x ganitor.
- Maximum class size 27.

Part D – Employment Policies

Section 6.2, Question 6

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

Answer

This is yet to be developed. Our general principal on this is to offer a competitive salary to attract the best people to our school. The selection of all external commercial contractors must be selected based on a fair basis, and any interest or relationship to the board of school staff must be declared in writing. Hiring and dismissal process must be strictly follow the legal framework of NZ employment law, each new event during hiring and especially dismissal must seek the guidance of Employment Lawyer. Formal staff evaluation is to be done on a yearly basis, however feedback should be provided to staff on a continued basis. It is important to acknowledge that the school is only as good as the staff are, therefore it is important for our school to understand and share our vision for education and attitude.

Part E – Volunteers and contractors

Section 6.2, Question 7

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

- a) the possible roles;
- b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and
- c) how they will be identified, vetted and trained.

Answer

- Our operations and financial plan have not included any volunteers. However, part of the non-primary teaching role (such as before/after school care, special community education etc.) can be filled with volunteers.
- Contractors may be used in roles that do not quantify for a full time position and is more financially beneficial to have an external body to complete the task. These are roles like accountant, building modifications, software development, graphical design/marketing etc.

- Church community would provide a pool of volunteers. With all volunteers and contractors and all other personnel that may require access to our school, classroom, students must pass a satisfactory police vet. Volunteers will be trained by existing staff on all relevant policies and procedures to the role, and shall not be responsible for the children on his/her own.

Part F – Performance Management and Appraisal

Section 6.2, Question 8

Describe how your teaching practise will be assessed, including appraisal process.

Answer

This is yet to be developed. However it will consist self-review, self-reflection, external review and consultation, standard reporting comparison etc. We will be seeking inputs from the Ministry of Education on this.

6.3 Legislative and Health & Safety

Part A – Health and Safety

Section 6.3, Question 1

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

Answer

This is yet to be developed. We will seek professional workplace Health and Safety Company to help us develop our processes on this.

Section 6.3, Question 2

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

Answer

As in point 1, we will use best industry practice to ensure the compliance of health & safety.

Part B – Records and Information Management

Section 6.3, Question 3

Describe your proposed systems for:

- a) recording enrolment, attendance and achievement; and
- b) maintaining school records to provide any information required by the Government.

Answer

- a) We will use computerised system for recording enrolment, attendance. We also intend to develop a software system to record and track a student's progress.
- b) All records will be backed up onto an external storage. All physical documents are to be stored and filed.

A combination of paper based and electronic records will be used. Appropriate archive system and process will be developed to meet the requirement of the Ministry and for the purpose of easy retrieval.

Section 7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you require to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

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

Should an Applicant be selected to proceed to contract negotiations, only those provisions identified as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

Section 8 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	C	Funding	Funding needs to be for full roll during the 1st year while we cap our student numbers to fine tune processes and train up a cohesive teaching team
2	A	License	Assumption that we can run another license for year 9 – 13 students in 2015 or 2016
3	A	Funding	Assumption that we can apply for OSCAR funding for after school programmes although we have not factored this into the budgets to run the school
4	A	Funding	Assumption that initial setup payment will be made in full upon signing of the contract
5	R	Council Consents	If a property is identified that required resource consent, there is risk that the council will not consent proposed usage and / or changes in required timeframe (2 months have been budgeted for)

Section 9 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.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> 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
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
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
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
Ethics:	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or 	agree

	<p>anti-competitive arrangements with any competitor</p> <p>b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>a. has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the 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.</p>	agree
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:		
Title / position:		
Date:		

Appendix – Parental Demand

Over 95% of our parents have indicated support for this school and would consider enrolling at our school. Below is a few example responses:

Dear parents of C3:

You may have heard of a new type of school proposed by the government called partnership schools. Partnership schools are run independently to the government and have the ability to set their own rules such as term dates, hours, curriculum, school rules etc.

C3 has registered our interest with the government for a partnership school that:

1. Will teach about Christ and Christian values in addition to the national curriculum
2. Has a strong focus on practical skills in the information age
3. Has extended opening hours: between 8am to 5:30pm
4. Has 100% qualified teachers as well as extra non-qualified teachers for after hours activities
5. Provides daily breakfast and lunches
6. Is completely free

We need your help to demonstrate evidence of parental demand for our proposed .To help us, can you please fill out the below form:

Name:	[Redacted]		
Address:	[Redacted]		
Child's Age:	[Redacted]	Local/Current School:	N/A
Comments:	<i>I think this is a great idea! ♥</i>		
I think that C3's proposed partnership school is much needed by the community and I would definitely consider sending my children there, in preference to our local school. <input checked="" type="checkbox"/>			
Signed	[Redacted Signature]		Date <i>14/04/13</i>

s 9(2)(a) OIA

Dear parents of C3:

You may have heard of a new type of school proposed by the government called partnership schools. Partnership schools are run independently to the government and have the ability to set their own rules such as term dates, hours, curriculum, school rules etc.

C3 has registered our interest with the government for a partnership school that:

1. Will teach about Christ and Christian values in addition to the national curriculum
2. Has a strong focus on practical skills in the information age
3. Has extended opening hours: between 8am to 5:30pm
4. Has 100% qualified teachers as well as extra non-qualified teachers for after hours activities
5. Provides daily breakfast and lunches
6. Is completely free

We need your help to demonstrate evidence of parental demand for our proposed .To help us, can you please fill out the below form:


Name:	[Redacted]	
Address:	[Redacted]	
Child's Age:	[Redacted]	Local/Current School: <i>Royal Cook</i>
Comments:	<i>This is a great idea.</i>	
I think that C3's proposed partnership school is much needed by the community and I would definitely consider sending my children there, in preference to our local school. <input checked="" type="checkbox"/>		
Signed	[Redacted]	Date: <i>14 / 11 / 13</i>

s 9(2)(a) OIA



Appendix – Key Position Description

Management Job Descriptions


A-D
Pri nci pal . docx



Pri nci pal
J12. docx

Teaching Job Descriptions


scal e a beg. docx


REG teach.docx

Appendix – Existing Key Position CV


Shane CV. docx

Appendix – Project Plan

Task Name	Duration	Start	Finish
Contract Signed	0 days	Mon 1/07/13	Mon 1/07/13
Incorporate and Swear in Board	1 day	Tue 2/07/13	Tue 2/07/13
Swear in Board	0 days	Tue 2/07/13	Tue 2/07/13
Elect Chairman	0 days	Tue 2/07/13	Tue 2/07/13
Elect Treasurer	0 days	Tue 2/07/13	Tue 2/07/13
Appoint Interim CEO	3 days	Tue 2/07/13	Thu 4/07/13
Hire Permanent CEO	2 mons	Fri 5/07/13	Thu 29/08/13
Hire Principal	2 mons	Fri 5/07/13	Thu 29/08/13
Policies and Procedures	1 day	Wed 3/07/13	Wed 3/07/13
CEO create policies taskforce	2 days	Wed 3/07/13	Thu 4/07/13
Create Polices	4.2 wks	Fri 5/07/13	Fri 2/08/13
Seek policy feedback from community, parents, ministry	2 wks	Mon 5/08/13	Fri 16/08/13
Policy Submission to Board for approval	1 wk	Mon 19/08/13	Fri 23/08/13
Premises	54 days	Fri 5/07/13	Thu 19/09/13
CEO create Premises taskforce	2 days	Fri 5/07/13	Mon 8/07/13
Review Budgets and identify property parameters	2 days	Tue 9/07/13	Wed 10/07/13
Identify Properties	2 mons	Thu 11/07/13	Wed 4/09/13
Shortlist	8 wks	Thu 11/07/13	Wed 4/09/13
CEO approval	1 wk	Thu 5/09/13	Wed 11/09/13
Lawyer Review	1 wk	Thu 12/09/13	Wed 18/09/13
Board Signoff	0 days	Thu 19/09/13	Thu 19/09/13
Renovate Property	86 days?	Thu 5/09/13	Thu 2/01/14
Identify areas for renovation	1 wk	Thu 5/09/13	Wed 11/09/13
Appoint Architect / Designer	1 wk	Thu 12/09/13	Wed 18/09/13
Appoint Planner	1 wk	Thu 12/09/13	Wed 18/09/13
CEO Approve designs	1 day?	Thu 26/09/13	Thu 26/09/13
Submit Council consents	2 mons	Fri 27/09/13	Thu 21/11/13
Council Approves design	0 days	Fri 22/11/13	Fri 22/11/13
Appoint Building Contractor	11 days?	Fri 22/11/13	Fri 6/12/13
Open Tender	2 wks	Fri 22/11/13	Thu 5/12/13
Approve and appoint builder	1 day?	Fri 6/12/13	Fri 6/12/13
Building and renovation Start	6 wks	Fri 22/11/13	Thu 2/01/14
Equipment and Facilities	136 days?	Thu 11/07/13	Thu 16/01/14
CEO create Equipment and facilities taskforce	1 day	Thu 11/07/13	Thu 11/07/13
liaise and start relationship with suppliers	2 wks	Thu 11/07/13	Wed 24/07/13
Designer to scope out fitout for premises	1 wk	Thu 19/09/13	Wed 25/09/13

Negotiate with suppliers based on design	1 day?	Thu 26/09/13	Thu 26/09/13
Last Equipment delivered	0 days	Fri 10/01/14	Fri 10/01/14
Last Equipment Installed	1 wk	Fri 10/01/14	Thu 16/01/14
HR	20 days	Thu 29/08/13	Wed 25/09/13
CEO hire HR manager	4 wks	Thu 29/08/13	Wed 25/09/13
Hire Staff	4 mons	Thu 26/09/13	Wed 15/01/14
Marketing	308 days?	Mon 1/07/13	Wed 3/09/14
PR release	1 day?	Mon 1/07/13	Mon 1/07/13
PR release	1 day	Tue 2/07/13	Tue 2/07/13
PR release	1 day	Thu 19/09/13	Thu 19/09/13
PR release	1 day	Fri 30/08/13	Fri 30/08/13
Put together marketing collaterals	2 wks	Thu 19/09/13	Wed 2/10/13
Start advertising for 2014	12 mons	Thu 3/10/13	Wed 3/09/14
Invite PM and Mayor for opening	1 day	Fri 17/01/14	Fri 17/01/14
PR release	1 day	Mon 20/01/14	Mon 20/01/14
Invite IWI and blessings	1 day	Mon 20/01/14	Mon 20/01/14
PR release	1 day	Tue 21/01/14	Tue 21/01/14
Community Open days	12 days	Wed 22/01/14	Thu 6/02/14
School Opened	0 days	Fri 7/02/14	Fri 7/02/14
Term 1 - Roll capped at 70%	50 days	Fri 7/02/14	Thu 17/04/14
Parent information evening	1 day	Mon 10/02/14	Mon 10/02/14
Parent Teach interview	1 day	Fri 7/03/14	Fri 7/03/14
End of Tax year and Financial Audit	2.2 wks	Mon 17/03/14	Mon 31/03/14
Parent information evening	1 day	Tue 8/04/14	Tue 8/04/14
Staff and management self reflections	3 days	Fri 18/04/14	Tue 22/04/14
1st Board Review	2 days	Wed 23/04/14	Thu 24/04/14
Policy review and amendments	1 wk	Fri 25/04/14	Thu 1/05/14
Staff Meeting and updates	1 day	Fri 2/05/14	Fri 2/05/14
Term 2	45 days	Mon 5/05/14	Fri 4/07/14
Parent information evening	1 day	Fri 9/05/14	Fri 9/05/14
Parent Teach interview	1 day?	Mon 2/06/14	Mon 2/06/14
Parent information evening	1 day	Mon 7/07/14	Mon 7/07/14
Staff and management self reflections	3 days	Mon 7/07/14	Wed 9/07/14
2nd Board Review	2 days	Thu 10/07/14	Fri 11/07/14
Policy review and amendments	2 days	Mon 14/07/14	Tue 15/07/14
Staff Meeting and updates	1 day	Wed 16/07/14	Wed 16/07/14
Staff PD	2 days	Thu 17/07/14	Fri 18/07/14
Term 3	50 days	Mon 21/07/14	Fri 26/09/14
Parent information evening	1 day	Fri 25/07/14	Fri 25/07/14
Parent Teach interview	1 day?	Mon 18/08/14	Mon 18/08/14

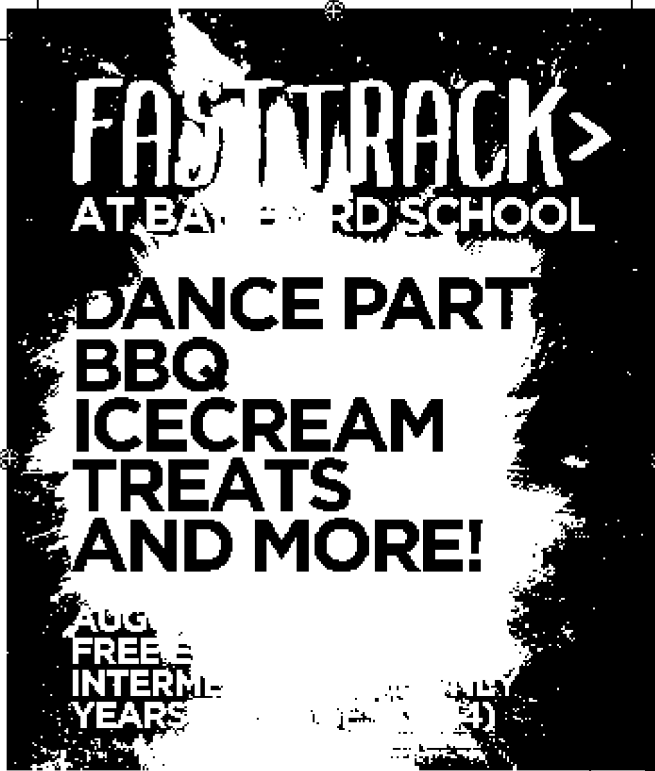
Parent information evening	1 day	Mon 22/09/14	Mon 22/09/14
Staff and management self reflections	3 days	Mon 29/09/14	Wed 1/10/14
3rd Board review	1 day?	Thu 2/10/14	Thu 2/10/14
Policy review and amendments	1 day?	Fri 3/10/14	Fri 3/10/14
Staff Meeting and updates	1 day?	Mon 6/10/14	Mon 6/10/14
Staff PD	2 days	Tue 7/10/14	Wed 8/10/14
Term 4	50 days	Mon 13/10/14	Fri 19/12/14
Parent information evening	1 day	Fri 17/10/14	Fri 17/10/14
Parent Teach interview	1 day?	Mon 10/11/14	Mon 10/11/14
Parent information evening	1 day	Mon 15/12/14	Mon 15/12/14
Staff and management self reflections	3 days	Mon 22/12/14	Wed 24/12/14
4th board review	1 day	Thu 25/12/14	Thu 25/12/14
Policy review and amendments	1 day	Fri 26/12/14	Fri 26/12/14
End of year Meetings and Updates	2 days	Mon 29/12/14	Tue 30/12/14
Close down and renovations	5.6 wks	Wed 31/12/14	Fri 6/02/15
PD and holidays	5.8 wks	Wed 31/12/14	Mon 9/02/15

Appendix – Cashflow Forecast



cashf l ow xl sx

Appendix – Community Outreach



AT THE BAILEY RD SCHOOL HALL
FOR MORE INFO CONTACT STEVE - 021 180 0702
STEVEN@C3.ORG.NZ

AT PANMURE BRIDGE SCHOOL!

