

PARTNERSHIP SCHOOLS | KURA HOURUA

IOI EVALUATION

PROPOSED SCHOOL: MANUKAU CHRISTIAN SCHOOL

Proposed Sponsor: Christian Schools of Auckland Charitable Trust

School Type Composite, Year 4 - 13
Proposed location 77 Rogers Rd, Manurewa, Manukau
Year levels in first year of operation Years 1 - 9
Year levels at full enrolment Years 1 - 13

| SUMMARY | Issues | Approaches | Notes |
|--|--------|------------|-------|
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STATEMENT OF PURPOSE AND GOALS

Purpose and Goals

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant, and time bound.

| Meets | Approaches | Below |
|------------------------------|--|-------|
| Feedback for proposer | | |
| Strengths | <i>Goals clearly stated in terms of Cambridge based outcomes.</i> | |
| Area for Development | <i>The purpose of the PSKH needs to be more clearly articulated. Emphasis is on the ability to increase enrolment through the removal of fees.</i> | |

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EDUCATIONAL PLAN

Proposed Student Population and Educational Need

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

| Meets | Approaches | Below |
|------------------------------|--|-------|
| Feedback for proposer | | |
| Strengths | <i>Shows an awareness of social issues in the community which impact on student learning and achievement.</i> | |
| Area for Development | <p><i>A full application would need to include a profile of the local community (including defining the geographic area they are likely to draw students from. For example, given the Decile 1 nature of the local community, travel is likely to be an issue so this should be identified and mitigation described). Are there statistics from local agencies to support the description?</i></p> <p><i>Needs to identify the priority learners more clearly. They are mostly absent from this section.</i></p> | |

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Learning Environment, Teaching and Curriculum

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

| Meets | Approaches |
|------------------------------|--|
| Feedback for proposer | |
| Strengths | <i>Cambridge International provides a recognised, structured programme which the school can use as the foundation for learning and assessment.</i> |
| Area for Development | <p><i>Too much emphasis is placed on the 2012 ERO report – allowing it to speak for the school – especially in response to the question about “how will the learning environment look through the eyes of a learner at your school?”</i></p> <p><i>Needs to illustrate how the proposed teaching programme addresses the needs of “disadvantaged Māori and Pasifika”</i></p> <p><i>Needs to illustrate what is meant by a “biblical world view”.</i></p> <p><i>Given that MCS roll is currently 76% Asian and European there is no real indication of how the school will respond to the changing demographic profile which should result from becoming a charter school and a consequential influx from the neighbouring community.</i></p> |

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Community and External Engagement

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community including parents, and
- steps that have been taken to secure support from the wider community (can be very broad).

| Meets | Approaches | Below |
|------------------------------|---|-------|
| Feedback for proposer | | |
| Strengths | <p>MSC has established relationships with local community groups and churches. Readers in homes concept is a potentially innovative approach which will enable the school to engage directly with families in their home environment. How it was instituted would need careful consideration.</p> | |
| Area for Development | <p>The proposal mentions current relationships but does not describe steps taken to assess demand. There is an assumption that the removal of fees will see local people enrol.</p> <p>Statement that "We propose that each prospective church family will be formally recommended by the church pastors and leaders to facilitate wider community support for each student family" needs expansion. Does this mean that prospective enrolments have to be in the church? How will the school accommodate student demand from outside the Church?</p> <p>There are limited relationships with other organisations – Grace College, Grace Counselling and Covenant Kids are all under same umbrella.</p> | |

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OPERATIONAL PLAN

Leadership and Governance

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

| Mean | Approaches | Below |
|-----------------------|---|-------|
| Feedback for proposer | | |
| Strengths | <i>Existing school with established structures.</i> | |
| Area for Development | N/A | |

Staffing

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

| Mean | Approaches | Below |
|-----------------------|---|-------|
| Feedback for proposer | | |
| Strengths | <i>Staffing needs are clearly identified. Currently all staff are NZ registered and there is a stated intention to continue this, but to also use well qualified specialists as required.</i> | |
| Area for Development | N/A | |

Proposed Enrolment

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

| Meets | Approaches | Below |
|------------------------------|---|-------|
| Feedback for proposer | | |
| Strengths | N/A | |
| Area for Development | <i>Viabile secondary section? Assume that Year 1 enrolment 2018 of 25 is an error and should be 50. Based on the pattern described, 2018 will not be the capacity year – more likely to be 2027 when the 2015 intake reaches Year 13, which would make the maximum roll more like 650.</i> | |

Proposed Facilities

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

| Meets | Approaches | Below |
|------------------------------|---|-------|
| Feedback for proposer | | |
| Strengths | <i>Existing facilities with room for expansion. Positive ERO comment on facilities.</i> | |
| Area for Development | N/A | |

BUSINESS PLANNING

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

| Meets | Approaches | Below |
|------------------------------|--|-------|
| Feedback for proposer | | |
| Strengths | <i>Existing school with established processes.</i> | |
| Area for Development | N/A | |