

## INDICATION OF INTEREST

in applying to operate a Partnership School | Kura Hourua  
opening in 2014

### Christian Schools of Auckland Charitable Trust

#### Manukau Christian School

77 Rogers Road

PO Box 75-623

Manurewa

Auckland 2243

ISSUED 14 DECEMBER 2012  
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to  
[chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz)

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

## FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this Indication of Interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at [chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz) by 1 February 2013. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group



## INDICATIVE TIMELINE

The Education Amendment Bill sets out the legal framework for Partnership Schools|Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

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2012	
14 December	Indications of Interest
The Partnership Schools Working Group Invites indications of interest from potential sponsors.	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools   Kura Hourua.	
1 February	Indications of Interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to <a href="mailto:chair@partnershipschools.education.govt.nz">chair@partnershipschools.education.govt.nz</a> .	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information / Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12 - 26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board
Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.	
2 May - 15 May	Preparation of report and advice to Ministers
The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.	
31 May	Decision announced by Minister of Education
The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.	
28 June	Contracts Signed



## SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

### Proposed School

**Name** Manukau Christian School

### Proposed Sponsor

*Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.*

*The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.*

*Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.*

**Name** Christian Schools of Auckland Charitable Trust

### Primary Contact

*Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.*

**Name**

S 9(2)(a) OIA

**Mailing Address**

Manukau Christian School  
PO Box 75-623

**Phone: Day**

S 9(2)(a) OIA

**Cell phone:**

S 9(2)(a) OIA

**Email**

S 9(2)(a) OIA

**Website**

www.manukauchristian.school.nz

**Fax**

(09) 269 1049

### School Profile

**School Type** (e.g. primary, middle, secondary, bilingual, immersion)

Composite School Year 1 - 13

**Proposed location**

77 Rogers Road Manurewa

**Year levels in first year of operation**

Years 1 - 9

**Year levels at full enrolment**

Years 1-13

## A. STATEMENT OF PURPOSE AND GOALS

### 1. Purpose

#### Foreword

Manukau Christian School ("MCS") has operated in Manurewa for over twenty five years. It is an independent school with demonstrated expertise in delivering high quality education to a wide range of ethnicities reflecting the population of South Auckland. No pupil has ever graduated from MCS without being able to read, write and do mathematics competently.

The Board has decided to make application to become a Partnership School for the prime reason of being able to offer a MCS education to those families in our neighbourhoods who would want to send their children, but who cannot afford our annual fees (\$4,800 pa).

MCS operates a charitable entry programme but places are restricted to whatever spare capacity exists in our classes. Becoming a Partnership School would greatly enhance our ability to offer a high quality education to many more families.

#### Why do you propose to open this school?

We wish to change from the independent school model to a partnership model to enable families and students from our surrounding Decile 1 area to access and benefit from the high quality education we have been able to deliver for the past twenty-five years.

#### Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.

1. To instruct students so they can prepare for and achieve Cambridge qualifications in years 11-13.
2. To open access to tertiary education for all our graduating students.
3. To achieve these objectives by teaching within the epistemological, pedagogical and ethical framework of the Christian faith.

Student engagement and achievement will be accomplished by:

- Employing high quality, professional Christian teachers.
- Deploying a clearly understood structured curriculum to maximise pedagogical effectiveness and parental engagement.
- Utilizing an effective model of interaction between school and parents/caregivers of students.
- Deploying voluntary community workers to liaise consistently between student families and school to advocate, support, encourage and help facilitate effective family engagement with students' education.
- Ensuring student families have access to the means (such as books), tools, training and skills required to support and engage with students' education.
- Inculcating Christian ethics of mutual love, respect and honour between teachers, students and the extended school community.



## 2. Goals

### What are the school's performance goals and how will these be measured?

- 95% achievement rate as measured against Cambridge learning objectives and standards.
- 5% failure to achieve will reach the Cambridge benchmarks for their class level within a two year period.

As a Cambridge affiliated school our school performance goals are linked closely to the CIE curriculum, its learning objectives and key indicators. Students across the primary school are expected to achieve at or above their grade level particularly in English, Mathematics and Science. Progress is measured by regular Cambridge progression and achievement tests based on the key learning objectives. As an international programme Cambridge Primary and Secondary provides teachers with an **external benchmark** to inform their teaching and measure learners' progress over a period of time. It also enables detailed, structured reporting to parents.

### **Evaluation**

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.

## B. EDUCATIONAL PLAN

### 1. Proposed Student Population and Educational Need

#### Describe the proposed student population and their educational needs.

Our student population will be drawn from the lower socio-economic strata, with a high proportion of households being solo female parent, or blended families with a multitude of transitional partners or caregivers. Some will have grandparents as the primary and permanent caregivers. Many will come from homes in which there are no books, but plenty of distracting electronic gadgets and games. Many of these students will need to be taught the basic pre-requisites to learning such as sitting quietly and attentively, listening to instructions, pencil holding and so forth.

Therefore, we intend to develop our Partnership School by focusing primarily upon entry classes (Year One and Year Two) to instill the basic, essential and necessary skills, behaviours and knowledge required to enable successful learning in the later years. Getting the foundations right at the very beginning of schooling is a critical determining factor for successful learning in years 3 to 13.

#### Describe any challenges to learning that the proposed student population may face.

- Deficits in English and maths.
- Home life where English is rarely spoken if at all.

- Disordered home life, with adult drunkenness drug abuse
- Parents who show little regard for the importance of education for their children
- Disrupted and disordered patterns of home life
- Sleep deficits
- Poor diet and nutrition

The MCS educational model will work to address and compensate for all these deficits, utilising tools such as regular home visitation, parental covenants, engagement with community leaders, providing regular home readers and ESOL classes for parents and caregivers.

### Evaluation

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.

## 2. Learning Environment, Teaching and Curriculum

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

Our school's philosophy and curriculum is underpinned by a 'biblical world view'. In recent times we have adopted the International Cambridge Curriculum, for students in Y1 - 8 which is taught from a Christian perspective. This curriculum has a strong focus on English, Mathematics and Science, with other curriculum areas covered extensively through our own school-based curriculum that is personalised for our pupils. Manukau Christian School is a registered Cambridge Centre and an affiliated CIE school. MCS is also a member of the Association of Cambridge Schools in NZ (ACSNZ)

Our teachers are committed to the school's Christian character and this is reflected in all aspects of school programmes and operations. Classroom teachers all hold current New Zealand teacher registration. *'The school's special Christian character and its close communication and engagement with parents, are noteworthy features of the implementation of the curriculum'*. ERO report Nov 2012

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

### Cambridge Curriculum

The Cambridge Programme is a four-stage learning programme for students aged 5 – 18. Learners can join the programme at any stage.

- |                         |             |  |
|-------------------------|-------------|--|
| • Cambridge Primary     | 5-11 years  | Cambridge Primary Checkpoint               |
| • Cambridge Secondary 1 | 11-14 years | Cambridge Checkpoint                       |
| • Cambridge Secondary 2 | 14-16 years | Cambridge IGCSE                            |
| • Cambridge Advanced    | 16-19 years | Cambridge A and AS Levels + Pre University |

The Cambridge Curriculum is readily able to be aligned with the NZ Curriculum National Standards by using several documents and standardised testing procedures:-



- Mapping the NZ National Standards and the Cambridge International Primary Programme
- Coverage comparisons: English, Maths and Science – primary curriculum framework from Cambridge / NZ National Curriculum.

In our evaluations of a pupil's progress we would be able to demonstrate clearly how a student's achievement relates to the NZ national curriculum standards.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

*MCS already has 25 years of successful operation achieving a high level of academic excellence across the entire school population. Our structured skills based teaching programme targets learning skills deficits particularly addressing the needs of disadvantaged Maori and Pasifika pupils. Our latest and recent ERO report confirms these assertions.*

*'Well developed curriculum frameworks provide teachers with clear guidelines to implement the school curriculum.'*

*'Classrooms are well managed, calm, settled learning environments. Positive, respectful relationships are evident between students, and with students and adults. Students are focussed and well engaged in their learning.'*

*'Teachers evaluate programmes to inform future teaching and to ensure the learning needs of all students are met. Comprehensive student achievement information is collected in all curriculum areas and shared systematically with students and parents in a number of ways. This information enables students to identify their strengths, progress and own next learning goals.'*

*ERO report Nov 2012*

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

*For the last 25 years MCS has operated a successful school using the principles and guiding parameters of our mission and vision statements. An important outcome of the Christian values promoted by parents and teachers is the warm and inclusive atmosphere in the school and a culture of mutual respect amongst teachers, students and trustees. Over the years collated and analysed data and information from pupils, indicates they are achieving above the level of their peers in other schools on standardized tests and our Cambridge curriculum key indicators.*

How will the learning environment look through the eyes of a learner in your school?

*We believe our most recent ERO report highlights clearly what we at MCS strive to achieve for our students:-*

*'Classrooms are well managed, calm, settled learning environments. Positive, respectful relationships are evident between students, and with students and adults. Students are focussed and well engaged in their learning.' Teachers evaluate programmes to inform future teaching and to ensure the learning needs of all students are met. Comprehensive student achievement information is collected in all curriculum areas and shared systematically with students and parents in a number of ways. This information enables students to identify their strengths, progress and own next learning goals.'* p1 ERO report Nov 2012.