

## Evaluation

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.

### 3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

We have strong support from Covenant Presbyterian Church which provides a base of volunteers for home visitation, ESOL classes, experienced budget advisors, van drivers, and after school care.

We maintain good relations with other (mainly Pacific Island) churches in the Manurewa area and use them to publicise and promote MCS in their own communities. We maintain similar relationships with a number of pre-schools in our area. We also maintain strong support and contact with the wider Indian community in our area. The biggest hurdle we perpetually face in these community connections is the barrier of fees (which becoming a Partnership School will address).

What will be your next steps to secure parental support and student enrolments?

Our most effective advocates have been current and former families of MCS. We believe that utilising this network alone would meet our enrolment plans for Years One and Two, once the impediment of fees is removed.

Secondly, promotion of MCS through Pacific Island and other neighbourhood churches will add greatly to interest and inquiry. (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.)

Thirdly, we propose to door knock on all the houses within walking distance of the MCS site to inform them of MCS being a Partnership School, leaving literature and encouraging inquiry. (We already have a team in place to process initial expressions of interest via our charitable scholarship programme.)

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

We intend to deploy the following, along with other measures as needed:

- A clear statement of expectations of the duties, responsibilities and engagement with parents in the process of their children's education, taking the form of a formal, written commitment.
- A requirement of a regular practice of reading aloud to children in the evening before bed (with all electronic devices off and the whole family participating. (In those houses where

no adult can read effectively, we will supply readers on a regular basis)

- The appointment of volunteer student/family advocates to liaise between the school and the family where deemed helpful and necessary.
- Parent/teacher meetings in homes as well as at the MCS site.

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

- The Budget Advisory service which can help access grants for books and other educational resources in homes.
- The police, via Neighbourhood Policing Teams and Community Constables
- Grace Counselling Services
- Covenant Kids Pre school
- Grace College
- Member school of the Independent Christian Schools Fellowship
- MCS Parent Community and Friends of the School
- Parent Volunteer workers in MCS

#### Evaluation

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.

#### 2. OPERATIONS PLAN

##### Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as **Attachment 1**.

#### Evaluation

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.

#### 2. Staffing

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership



- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

### Evaluation

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

### 3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					
	2013*	2014	2015	2016	2017	2018 at capacity
1	11	25	50+1 teacher	50	50	25
2	18	25	25	50+1 teacher	50	50
3	11	18+1 teacher	25	25	50+1 teacher	50
4	11	11	18	25	25	50+1 teacher
5	16	11	11	18	25+1 teacher	25
6	11	16	11	11	18	25
7	14	11	16	11	11	18
8	5	14	11	16	11	11
9		7+1 teacher	14	11	16+1 teacher	11+1 teacher
10			7	14	11	16
11				7+1 teacher	14	11
12					7	14
13						7

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

1. 2013 numbers represents MCS' current anticipated roll for the year.
2. By adopting a Year 1 growth strategy we anticipate having 2x Y1 classes of 25 by 2015.
3. Based on the above figures MCS would reach its capacity of 350+ pupils by 2018.
4. MCS would look to secure another site with a capacity for around 1000 pupils.

#### Evaluation

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

#### 4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

Our present site at 77 Rogers Road comprises seven classrooms and an administration block.

*'Classrooms are spacious, well resourced and attractively furnished. The administration area and the junior classrooms are purpose built, and provide flexible spaces for teaching and for children to use in all weather conditions. Covered walkways and verandas are attached to classrooms. Students have access to ample play areas in large well maintained grounds and a newly installed adventure playground for junior students.'* ERO 2012

Describe how you intend securing these facilities.

Our current site allows for another 4-5 classrooms. The classroom design is modular, assembled off site and then relocated on to our property at Rogers Road.

#### Evaluation

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.

#### D. BUSINESS PLANNING

Establishing a Partnership School | Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

MCS currently utilises a combination of paid administrative staff, external contract suppliers, and volunteers. We propose to continue this model and augment it where necessary.

Financial management and accounting is currently performed by the MCS Executive Officer, running a software package integrated with ASB Business Banking. As the school expands, we will either recruit a part-time accountant or contract the services of an external accounting firm to do the bookkeeping and assist in the financial management of the school.

Capital raising has been achieved through a combination of donations and bank finance. We anticipate this will continue to be our basic model going forward.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

- MCS contracts the specialist services of Data Access Solutions Ltd for all our computer hardware, network and software requirements.
- MCS is registered as a Cambridge School and is authorised to deploy the Cambridge curriculum and administer Cambridge examinations.
- ASB Business banking provide banking services to MCS
- Insurances services are provided through the Presbyterian Insurance Group.

#### Evaluation

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.



## Attachment 1 Leadership and Governance

### C. Operations Plan

#### 1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role.

Governance is provided by the Board of the Christian Schools of Auckland Trust.

The Board members are:

Board Member	Experience and Qualifications
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§ 9(2)(a) OIA

The Board meets quarterly. It is organised into five governance workstreams, with one Board member acting as leader and chairman of that workstream. Various Board members and/or other volunteers are co-opted to each workstream as needed.

Workstream	Leader
Finance	§ 9(2)(a) OIA
Operations and Staffing	
Plant and Equipment	
Marketing and Promotions	
Charitable Scholarship Programme	

Day to day operational management of MCS is undertaken by (Principal) and  
S 9(2)(a) OIA (Executive Officer).

are responsible for all school operations, including staffing, performance appraisals, parental relationships and communication, curriculum development and Cambridge certification. They report quarterly to the Board.

Specialist, professional expertise is sourced as needed. We have utilised in the past the following external advisors:

Phillips Fox (Barristers and Solicitors)

S 9(2)(a) OIA

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**Attachment 2      Indicative Staffing Chart for MCS      2014****School Leadership**

Trust Board with 5x workstreams

- Operations and Staff
- Finance and Budget
- Plant and Equipment
- Marketing and Promotion
- Charitable Scholarship Programme

Principal

**Teaching positions 2014**

Year 1, Year 2, Year 3, Year 4, Year 5/6, Year 7/8, Y9

**Support Staff**

- Executive Officer 1x
- Office Support Staff 1x
- Teacher Aides 2x
- ESL teacher (part time)

**Qualifications / Experience**

Currently all our teachers are NZ registered and we envisage that this would generally continue to be the case. However we do see opportunities to employ specialist teaching staff who are well qualified and meet our requirements but may not have NZ teacher registration status.



## Attachment 3

## Sample Data Collected

We keep detailed records of our student's progress and use this data to inform our teaching. Here is a selection of the kind of data we record. The student's real names have been altered for privacy reasons.

PAT Results Beginning of 2011 and 2012									
Student	Age at end of 2011	Ethnicity	PAT Listening Comp 2011	PAT Listening Comp 2012	PAT Reading Comp 2011	PAT Reading Comp 2012	PAT Reading Voc 2011	PAT Reading Voc 2012	PAT Maths 2011
A	9	Asian	4	4	7	7	6	6	9
B	9	Indian	6	6	5	5	4	4	3
C	10	NZ European	3	5	3	3	3	4	4
D	9	NZ European	8	9	8	8	7	9	8
E	10	Indian	5	5	4	4	5	5	3
F	10	Asian	9	8	9	9	7	8	6
G	10	NZ European	6	8	7	7	6	8	8
H	10	NZ European	6	6	6	8	6	8	7

Table 1: Schopell and PAT results for students A-H as they entered Year 5 and Year 6.

In this table, results for student's PAT tests were recorded as they began Y5 in 2011, and as they began Y6 in 2012. As the table demonstrates, a number of students made significant progress in their stanine scores. Take particular notice of student C who increased his Listening Comprehension stanine from a 3 to a 5. Also notice student B who was able to increase her maths stanine from a 3 to a 5. These examples show our teachers have an ability to help those students who are behind to catch up with the national average. It is also interesting to note that we are able to help more able students improve also. Notice student G who increased 2 stanines in listening comprehension and reading vocabulary as well as one stanine in maths.

Why is this significant? It is significant because a stanine score usually remains static, as it is a percentile. In other words, if a child is in the 50th percentile for maths, they usually remain there because as they progress, so do all other children their age, and they remain in the same part of the pack relative to each other. For a child to increase a stanine score demonstrates they are making progress more rapidly than others in their age level.

PAT results are just one measure of children's learning, but they do show that Manukau Christian school is well-placed to help struggling children improve and achieve.

Schonell Spelling Scores 2012 Year 5/6 Class				
Student	Age at end of 2012	Ethnicity	Schonell Feb 2012	Schonell Dec 2012
I	9	Pacific Islander	11	13.2
J	11	Asian (ESL student)	7.8	9.8
K	9	NZ European	10.2	11.8
M	9	NZ European	9.7	11.4
N	9	NZ European	10.2	12.7
O	9	Indian	10.2	11.4
Q	9	Asian	12.3	13.3
R	9	Asian	10.6	12.6
S	10	NZ European	11.8	13.3
U	10	Asian	13.7	14.7
W	11	Indian	12.2	13.4
X	11	Asian	10.7	11.9
Y	11	NZ European	11.5	12.4
Z	11	NZ European	11.2	12.2

Table 2: Schonell results for students in our Year 5/6 class in 2012.

Because of our concentration on Literacy, it is unsurprising that we see such pleasing results in Schonell spelling scores from February to December. Notice particularly student I, who as a 9 year old now has a spelling age of 13.2. This is up 2.2 years in one school year. Also pleasing is the improvement in student N who has gone from a spelling age of 10.2 to 12.7 in one school year.

Another set of important data used to inform our teaching practice is the Cambridge Progressive and Achievement tests used at all class levels Y1 – 13. These tests assess the key indicators and learning objectives across the curriculum.

## Attachment 2: Qualifications of Trustees

### Governance Board

1) John Coulthard –

2) Sue Bracefield –

3) Maria Chuang –

4) Tony Bracefield –

### Management team

At this stage of the development, Tony Bracefield is the general manager and is overseeing the project until we receive confirmation of a partnership school proposal, then a principal will be added to the existing staff structure (refer attachment).



## **Attachment 2: Staffing**

Our proposal is to run 2 satellite schools in 2014 which will increase to 4 satellite schools by 2015 all managed by one administration hub.

We already have a general manager, accounts manager and administration officer which is more than adequate to run the 2 sites in 2014.

We will be appointing one principal who will be the leader for both satellite schools. As the satellite schools develop over the years, each large satellite school will have a deputy principal in them, but in 2014 we only see a need for one principal and qualified staff.

We will be starting with 4 classrooms in 2014. Our goal is to have 25 children per classroom and one qualified teacher plus up to 2 full time teacher aids (support staff) per room.

So 4 classrooms will mean the following anticipated staffing

One principal – qualified – Bachelors in Education - Primary

3 qualified teachers - Bachelors in Education - Primary

8 teacher aids (support staff) - no formal qualifications required.

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# Manukau Christian Charitable Trust

Shining Jesus' Love In Community

## Board of Trustees

Sue Bracefield, Maria Chuang;  
John Coulthard, and Tony Bracefield

