

Request for Application to operate a Partnership School | Kura Hourua opening in 2015.

Part Two - Application Form

Submitted By: City Impact Church City Impact School - Mount Wellington Campus

ISSUE DATE 19 December 2013 CLOSE DATE

11 March 2014 12:00 pm

Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- · Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

1 Applicant Contact Details

i. Contact person for this Application

Contact person:	Ruth Murray				
Position:	Business Development Manager - Education				
Phone number:	09 477 0300				
Mobile number:	s 9(2)(a) OIA				
Email address:ruth.murray@cityimpactchurch.com					
Is the contact person authorised to negotiate?			No		

ii. Sponsor Organisation

Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	City Impact Education Trust
Trading name: (if different)	
Name of parent organisation:	City Impact Church Trust
Physical address:	794 East Coast Road, Oteha, Auckland 0630
Postal address:	PO Box 35-211, Browns Bay, Auckland, 0753
Website:	www.cityimpactchurch.com
Location of head office:	Auckland
Type of entity (legal status):	Trust
Registered Charity	Yes
Charity (or) Company registration #:	CC24685
Country of residence:	NZ

iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

Referee #1	•
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	
Referee #2	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	

When:		
Referee #3	s 9(2)	(a) OIA
Name of organisation:		
Name of referee:	_	
Telephone:		
Email:		
Relationship:		
When:		

2 Applicant Profile

i. Applicant Organisation

- a) Do you intend to establish a new legal entity to run the school? (delete non applicable) No
- b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?
 Sponsor intends to run school

ii. Overview of Applicant's organization

Type of organisation:	Church	
Year established:	1982	
History:	City Impact Church was established in July 1982 with around 20 people, and has grown to a congregation of several thousand with campuses throughout New Zealand and overseas.	
	It is focused on building strong multi-generational and multi-cultural churches that make a positive difference in their communities. It provides opportunities for all age groups to learn, grow and develop together and has a desire for children and young people to be supported to reach their full individual potentials.	
	Activities include in-house events such as weekly Sunday Church and Wednesday Prayer services. Other regularly occurring activities are a variety of youth events and children's programmes, including Kids Church, Music Box, Holiday Clubs and Arts Academy.	
	The church undertakes Care and Educational enterprises, including ECE services and the Independent School.	
	Annual events, such as multi-media Christmas and Easter productions, provide young people with opportunities to excel in their creative pursuits. As an organisation, City Impact Church produces the television programme, "Impact for Life", which currently screens in over 150 countries.	
	City Impact Community Days mobilise hundreds of volunteers from each church campus to help provide practical assistance to those in need in the community – cleaning, gardening, painting and undertaking maintenance for individuals, families and community organisations.	

	All areas of the organisation have seen continual growth and shown proven results, building a strong community rapport as a church that makes a positive impact in New Zealand society.
Summary of experience relevant to your application to operate a Partnership	The church has a multi-cultural congregation and consists of members from a range of socio-economic and family/whanau backgrounds. This is also reflected in the youth area of the church, which has seen continual growth with several hundred youth involved.
Kura:	This wide demographic has enabled the church to gain valuable experience and effective tools for relating to, and engaging with, youth from all walks of life (different ethnicities and cultural backgrounds, special educational needs, and a range of socio-economic backgrounds).
	Alongside this, the organisation has been operating in the Care and Educational sector for 17 years, since establishing a Kindergarten and After School Care in 1997. This sector of the church has now been extended across NZ and currently includes a Primary and Secondary Independent School, two additional After School Care services, and three Holiday clubs, with additional Childcare and Mt Wellington-based ECE due to open this year.
	Significant governance, managerial and administrative support has, and continues to be, provided by the church to ensure these services meet all relevant legislative requirements and client aspirations. The differing demographics, locations and substantial educational experience characteristic of the church are relevant to this application to operate a Partnership Kura. The organisation holds significant experience working with challenging youth and providing care and education from birth through to Year 13, as well as possessing extensive support structures /frameworks which will be available to ensure the ongoing success of the proposed Partnership Kura.
Total number of staff in NZ:	67 FTE (inclusive of 27.5 FTE in the Early Childhood Education and Out of School Services and 18.5 FTE in the Independent School, Years 0 – 13+)
Number of locations in NZ:	5 (North Shore, Mt Wellington, Queenstown, Balclutha, Invercargill)
Overseas locations:	7 (Mexico, Philippines, Canada: Moncton/Fredericton/Bathurst, and Tonga: Vavau, Tongatapu)

iii. Current business commitments

Business activities:	List organisation's current business activities (e.g. commitments, projects, contracts).
	Sunday services, Wednesday night services, minimum of four children's programmes during church services, weekly youth events, building of new classrooms onsite for the existing school on Auckland's North Shore, four community projects annually, monthly

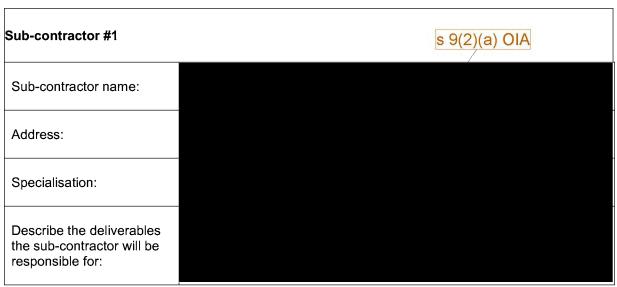
	mothers' events, building maintenance, private functions (e.g. weddings, funerals) State any known limitation or constraints on the organisation being able to deliver against the application requirements The establishment of an Early Childhood Centre within the same building as the proposed Kura is under-way, however this is not expected to be a limitation or constraint.
Other Contracts with government	Ministry of Education Service Numbers and Ministry of Social Development – Child, Youth and Family Services contracts, identifying numbers have been provided below as applicable. City Impact Church Care and Education Centre, 10016 City Impact Church School, Primary 481, Secondary 617 City Impact Church After School Care – North Shore City Impact Church Holiday Club – North Shore Queenstown City Impact Church Early Education Centre, 80052 Queenstown City Impact Church After School Care Queenstown City Impact Church Holiday Club Balclutha City Impact Church After School Care Balclutha City Impact Church Holiday Club

iv. Probity

List any pending claims against the organisation:	Nil
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	Nil

v. Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.



Financial Information s 9(2)(b)(ii) OIA vi. Current financial status: Gross revenue: Net profit (surplus) and Net Assets:

PART 2 - APPLICATION FORM

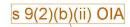
APPLICANT NAME: CITY IMPACT SCHOOL - MOUNT WELLINGTON CAMPUS

	financials]				
Last audited financial accounts:	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	✓

3 School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

i. School Location



Enter the address / location of your proposed Partnership Kura.	
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	This proposal is to operate the Partnership Kura from a single site as detailed above. It is the vision of the Sponsor organisation that successful implementation of this Partnership Kura Model will be able to be replicated from Years 0 – 13 (inclusive of ECE) should suitable locations be found within the South East and West Auckland areas in the future.

ii. Year Groups

List the year groups that your school proposes to serve.

This proposal is for a Middle School, Years 7 – 10 to operate from a Mt Wellington Campus (NB: once suitable premises are located, we would like to offer Year 0 through to Year 13 with an increased roll from the maximum stated within this proposal).

iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
30	30	60	Unknown

iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Note

- 1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.
- 2. Delete the rows for the year levels that do not apply to the proposed school.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
7	12	10	-17%	18	+80%	24	+33%	29	+21%
8	10	12	+20%	15	+25%	21	+40%	27	+29%
9	8	10	+25%	15	+40%	18	+20%	23	+28%
10		8		12	+40%	17	+42%	21	+24%
Total	30	40	+33%	60	+50%	80	+33%	100	+25%

4 Executive Summary

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

Note

An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following;

- A compelling 1-2 sentence mission statement that sets out the purpose of your school;
- A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;
- A coherent and concise summary of the school's performance goals and how they will be measured; and
- A clear description of the student population/priority goals the school will serve.

Our mission is to create a setting for Christ-centred education (Years 7-10), in the Mount Wellington, Auckland, area. We desire to provide the opportunity for young people to grow in body, mind, and spirit in an environment that empowers students to be contributing members of society filled with character, skill and vision – students, and later graduates, who embody our Kura creed and serve in a variety of fields within society with passion and fulfilment.

Kua hanga ahau I te ata o te Atua Kia Maaia ki taku tuakiri, hua, whakaaweawe, Kii me te wairua tapu Ka noho ahau e ai ki te Paipera Tapu O te Atua ki roto aahuatanga me arataki Mee kingitanga kaihanga, kia huri ki te tikanga hou, me tominiona hekenga!

I am made in the image of God
I am confident in my identity, purpose and influence
Full of the power of the Holy Spirit
I live according to the word of God in character and conduct
To be a Kingdom builder, world changer and dominion taker.

Na'e ngaohi au 'ihe 'imisi 'oe 'Otua' Keu 'ilo'i fakapapau'i au, hoku taumu'a, mo hoku 'aonga Keu fonu 'ihe malohi 'oe laumalie ma'oni'oni Keu hoko ko ha tangata langa hake hono pule'anga, 'o kapa, mo liukava hoku fonua.

Our key point of difference is the high value placed on parent/famili/whanau relationships and community/whanangatanga; created through shared values and beliefs, to enable students to succeed. This unity of purpose and vision fosters and develops intrinsically motivated students as they experience the aroha that the teachers and parents have towards them. This results in supportive, reciprocal teacher-student relationships and high expectations stemming from a belief that students can and will achieve their, and their parent/famili/whanau, aspirations.

Through City Impact Church, the school will be in a unique position to utilise the many family/whanau support services it provides. These include, but are not limited to, pastoral support, counselling, practical assistance such as meals, home support, advocacy services, and budgeting support. We place high value on the student as a member of her or his whanau/famili, and recognise the unique opportunity we have to be able to provide a holistic support structure.

If we were to succeed in our mission, in five to ten years our Mt Wellington Partnership Kura will be a known, respected and highly-regarded educational organisation within the wider Mt Wellington community. Our Mt Wellington Campus would be at capacity (100 students), and additional campuses within the Auckland region (South East and West Auckland) will be in the process of being established, to cater for a wider range of educational levels.

Students will have emerged from their learning journey with us, standing strong in who they are and what they can contribute in society. These graduates will have in their kete increased academic achievement levels, a greater sense of belonging, community and identity, and confidence in who they are, grounded in their belief in God. Having made smooth transitions to the next level of their educational pathways, they will be exhibiting 'servant-hearted' leadership skills, to support the aspirations of those who follow.

Faith is an important value within Maori and Pacific Island culture and therefore of significance within the population of our proposed Partnership School. Many parents and family/whanau wish for their children to have the opportunity to access Christian education, but finance is often a barrier to fulfilling this desire. The partnership kura will remove this obstacle and pave the way for this aspirational dream to become a reality.

We believe that we will be able to contribute to increased academic achievement in this youthful and culturally diverse community. We believe that as we connect students with their values and culture, we can inspire them to develop their belief in God. We believe we can train them to have the discipline, passion and vision to live a life beyond themselves, understanding the difference that they make within their community.

By situating our proposed partnership kura within the Mt Wellington Church campus, we will be centrally located for our targeted student population, which removes transportation barriers. The campus is also highly visible within its community, which helps the school gain public awareness and play a day-to-day part in the life of its student population and their family/ whanau.

5 PURPOSE AND GOALS

- 2. Provide a statement of purpose and goals that:
- 3. sets out your distinctive mission and vision, including:
 - i. why you are proposing to open your school;
 - ii. what makes it unique and sets it apart from existing provision; and
 - iii. how it will enable improved student engagement and achievement;

We desire to see students who are empowered to follow their unique learning pathways, enabling them to achieve aspirations for themselves and their whanau, including those who have gone before. We hold high expectations that they will be successful as contributing members of society and we will provide them with the tools and strategies to meet these expectations.

We believe in their God-given abilities, recognising and promoting their strengths in order to enable them to minimise, and put into perspective, any limitations or challenges they encounter, and succeed in overcoming them. We believe in developing holistically.(mind, body, spirit, soul / matauranga, tinana, wairua) well-rounded people who know who they are and what they have to offer. This will enable them to be proactive agents of change within their famili/whanau, creating communities of learning, developing future leaders and nation builders.

Students will be self-governing people with a sense of cultural understanding – they will know that they have a significant part to play as individuals in society. This will include understanding that who they are matters and has an impact on others. They will be confident in the knowledge, skills and character they have obtained, enabling them to successfully transition through the various stages of life. The kura will instill an understanding that there is always more to attain and achieve in life – hope and purpose.

Our experience is that what we have to offer promotes success and we believe that we have a responsibility to facilitate learning pathways accordingly. Culture, socio-economic status, location or cost should not be barriers to individuals receiving what we have to offer. We seek to be able to make this educational pathway available to all, so that all may have the opportunity to benefit from it.

"He aha te mea nui o Te Ao - he tangata, he tangata, he tangata" What is most important in this world - tis people tis people tis people

Learning encompasses all of life and cannot be limited to the context of a school environment alone. As such, our proposal outlines an educational model that seeks to integrate the learning that occurs in all areas of life. The students' learning goes beyond the four walls of the school and must engage families and communities with a common purpose – to see students fulfilling their utmost potential.

- defines the schools performance objectives and how these will be achieved and measured;
 - a) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
 - b) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

The school's measurable performance objectives have been established as:

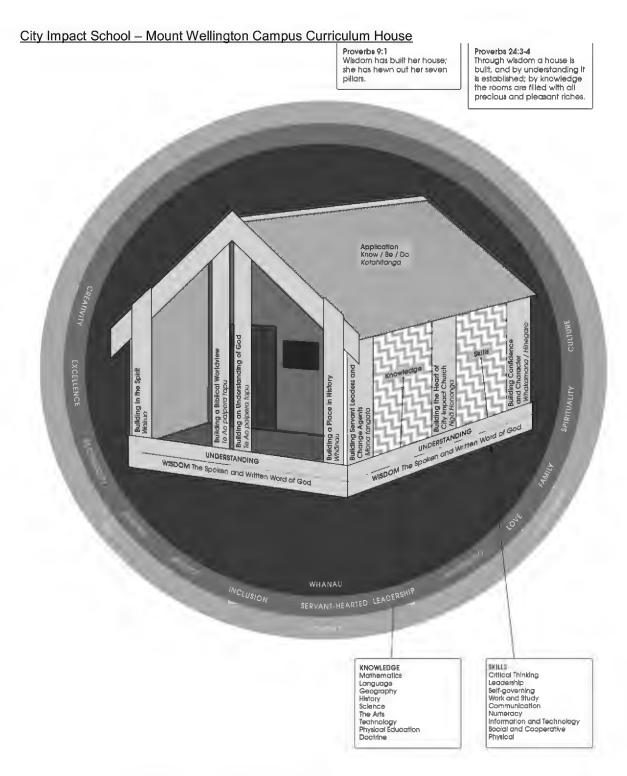
 Fulfilling enrolment targets set for each year, evidencing parental/whanau demand for this Partnership Kura and fulfilling our goals to reach priority learners according to Partnership Kura.

- To provide Christ-centred education aligned to the values of the family/whanau through the implementation of our own biblically-inspired curriculum and principles, which is accessible to Maori and Pacific families.
- Students journeying at or above the appropriate year level of learning, according to our School Precept document, which correlates with National Standards.
- Students achieving above their enrolment benchmarks within a year in the core learning areas of Mathematics, Reading and Writing.
- A leadership / mentoring pathway established and successfully implemented within the first two years of operation.
- 'Servant-hearted' leadership demonstrated through students' character and conduct and evidenced by goals set and achieved along with their parents/whanau.

Mt Wellington South is a youthful community rich in cultural diversity with a high Pacific (42.8% STATs NZ, 2006 census) and Maori population. It is also a developing community evidenced by the Sylvia Park Complex and the Apex Mega Centre as well as a growing population (increase of 6.4% 2001 – 2006).

Since establishing the Mt Wellington church campus in 2010, as an overall church organisation we have been able to expand our knowledge and experience of working with Pacific and Maori as part of the local community. This growth has occurred due to the high proportion of Maori and Pacific famili/whanau who either attend or use one of the church's services and/or programmes (children's programmes, youth groups, mothers support groups, lifestyle programmes. pastoral support, counselling).

As an organisation with 10 years of experience in running a school, we have been able to participate in raising the academic levels of students from Years 0-13. In addition to this, we have successfully run Early Childhood Education Services for the past 17 years. This has provided us with the experience of outworking a continuous vision and the necessary strategic plans for akonga (learners), from birth through to graduating Secondary School. It also demonstrates our ability to create a strong middle school that will serve its community, equipping students to succeed in an environment of faith and vision for their future.



Our 'Curriculum House' depicts the various values, principles and other key aspects that are integral to our vision. Our values and principles are based on the Foundation of the Bible and can be seen through our curriculum, which encompasses all that happens and occurs within the life of our Kura. This is the fundamental basis through which we have planned and will run our school, as we draw on our faith and beliefs to attain the vision and purpose we have for each individual student and thus the school as a whole.

This visual clearly demonstrates that the school does not exist in isolation but relies on reciprocal partnerships with the home, school, church and community, and a shared desire for the students' success in all of life.

We understand that this, in turn, equates to success for families/whanau, communities and Aotearoa. This house has also been designed to visually reflect a commitment to Maori and Pasifika cultural values and builds on reviews of Pasifika and Maori public health models and Ministry of Education publications, namely 'Te Whare Tapa Whā': Mason Durie, 'Te Wheke': Rose Pere, 'Fonofale': Fuimaono Karl Pulotu-Endemann.

The integration of all these areas of life sets our school apart as we look beyond the prevalent model of the school being a stand-alone unit, and seek to draw on all areas of life to enable students to thrive in their education.

It also targets the improvement of student achievement and engagement, as it is understood that education needs to be a holistic experience in order to reach each individual. For instance, while some students may flourish in a traditional classroom setting, this is not all-inclusive and others require an approach that supersedes this traditional model and draws on all parts of life – the spiritual/wairua, mental/hinengaro, physical/tinana and family/whanau – to reach the individual and their unique requirements for successful learning.

6 EDUCATIONAL PLAN

- 5. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please
 - explain and provide evidence to support why you have chosen an alternative curriculum; and

We will use our own unique Biblical curriculum outlined in detail below. The academic pathway for Years 7-10 will equip students for any senior pathway, including both NCEA and CIE programmes in Years 11-13. The curriculum will be predominately presented to the students in a classroom setting, however there will also be substantial learning undertaken outside the classroom – this will include (but will not be limited to) trips into the community (LEOTC), guest lectures, site visits and multimedia presentations.

As a religious organisation, we have chosen to use our own curriculum in order to have the structure required to make effective use of the flexibilities and freedoms offered by the Partnership Kura model. Christian values and principles will under-gird each aspect of the curriculum in order to reach the students through a holistic approach – that is, addressing them as spiritual, mental, emotional and physical beings. We have seen this curriculum achieve success, as evidenced through the students' feedback and academic results, as well as their observable enjoyment of the biblical aspect and overall content of the curriculum.

We will also draw on the expertise and experience in our community to maximise the opportunities the Partnership Kura model allows, thus providing unique and valuable information and understanding for the students. We will use formal and informal assessment to identify and measure educational progress and achievement, and ensure that the students are meeting set expectations based upon the curriculum

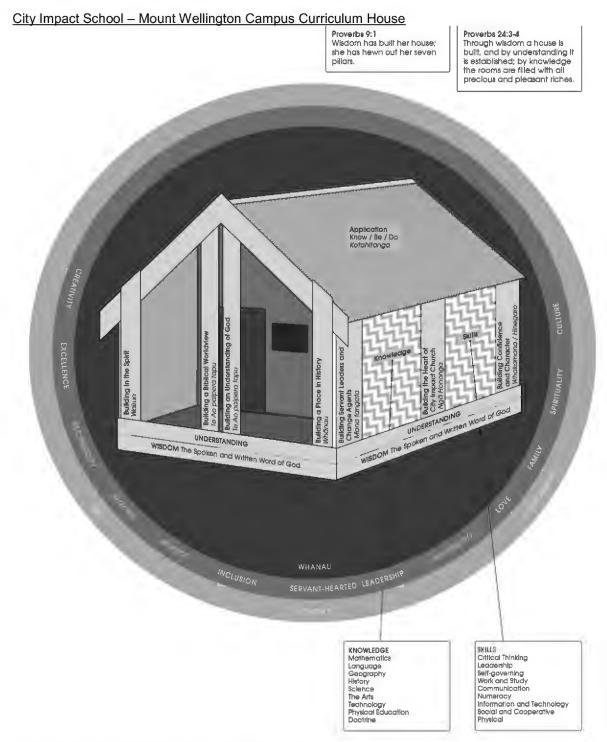
Please find below the web link to the latest Education Review Office's report for the City Impact Church's established independent secondary school.

http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/City-Impact-Church-School-Secondary-07-02-2011

b) outline how your alternative curriculum aligns with The New Zealand Curriculum or Te Marautanga o Aotearoa.

Our curriculum aligns with the NZ Curriculum through the inclusion of its vision, principles, values and key competencies. The outcomes we seek to achieve, and the standard we set, are there to empower and equip our students to be successful in attaining their chosen and unique pathways in life as contributing members of society. This includes the desire to foster confident students who understand fully the responsibility they have as part of a community, and who appreciate that life is a journey filled with opportunities to learn and develop. This is instep with the NZ Curriculum's vision to see students who are confident, connected, actively-involved and lifelong learners.

We have included a visual depiction of that the scope of our curriculum (next page). This includes the key competencies and learning areas defined in the NZ Curriculum, as well as the incorporation of its principles.



Our unique curriculum pillars/ Maatauranga pou

Key aspects of our curriculum are seen in the framework of the pillars/pou, which under-gird our teaching and ensure that our unique Christian perspective is applied throughout all subject areas.

Pillar One: Building a Biblical Worldview/Te Ao Paipera Tapu

Students are inspired by God's original design and purpose for His Creation. They consider how sin has eroded God's original plan and consider ways in which that plan can be restored. We teach our students to recognise the conflict between a secular worldview and the Christian worldview. We empower students to be able to confidently apply God's Word, which is the foundation of a Christian worldview, in the midst of the pressure of secular society.

Pillar Two: Building in the Spirit/Wairua

Students learn who the Holy Spirit is, and become Spirit-led Christians. They are taught to be confident in the Spirit, aligning their soul and mind with the Spirit of God within them. Personal revelation and the application of what they learn will be essential to seeing their faith put into action.

Pillar Three: Building a Place in History/Whanau

Students will acknowledge what has gone before them; the sacrifices that have been made and how beliefs and events have affected the world today. We aim to raise up students who understand their place in history, the part which they are called to play and the impact their decisions and actions will have on future generations.

Pillar Four: Building an Understanding of God/Te Ao Paipera Tapu

In discovering God's character, students grow in their love and intimacy towards God and experience Him as a real and living presence in their lives. Students are challenged to build Godly character as they mature into Christ-likeness.

Pillar Five: Building Servant Leaders and Change Agents/Mana Tangata

Students discover and apply keys to become self-governing Christians, taking responsibility for their thoughts, words and actions. They will understand the power of influence, learning to lead others in both formal and informal situations, developing confidence and boldness to stand up for what they believe.

Pillar Six: Building the Heart of the Church/Nga Hononga

The school is as much a part of the church as any of the church's other ministry areas. The same absolutes and values are demonstrated throughout the organisation on a daily basis. The work of the church is complemented by the school as it prepares young people to be effective disciples – growing in wisdom, stature and favour with God and man.

Pillar Seven: Building Confidence and Character/Whakamana

Students learn who they are in Christ, having a strong identity, purpose and influence, exhibiting Godly character and conduct. This, in turn, equips them to confidently step out into unfamiliar settings, learning to interact with a variety of people from different spheres.

"Doctrine received, believed and practised determines our beliefs, which affects our character, which determines our destiny." – Kevin J. Conner

6. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

We plan to teach and deliver our curriculum across Years 7 – 10 through our Precept Document. (NB: this has already been developed and modelled from Years 0 – 13 within City Impact Church School – ERO Reports web links are also given here for your reference http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/City-Impact-Church-School-Secondary-07-02-2011.)

This document is the record of our curriculum objectives. It provides the framework for what is to be taught at each year level across all subject areas. It was created in consultation with the Vision Team and experts in various subject fields. These objectives were also assessed and reviewed against the NZ Curriculum Document, NZ National Standards and other international syllabi.

The Precept Document is a 'living' document – it is to be used in all planning from Years 7 - 10. The School Policy on Assessment states that the school operates out of the Precept Document for these years. It is the source for our objectives, and all units are planned to meet the precepts criteria.

The precept summaries will form an ongoing, up-to-date professional record of the knowledge retained by each student over the course of a year – a more formative approach to track where students' learnings are currently positioned, rather than a summative test that shows where they have been.

"For precept must be upon precept, precept upon precept, line upon line, line upon line, here a little, there a little."

Isaiah 28:10

Below is a sample of the Precept Document

Precept document - English Years 7 - 8

Specific to Reading

Students are able to:

Identification of Book Conventions

- Locate and use the index of a book
- Locate and use the glossary of a book
- Locate copyright details of a book
- Locate the publisher of a book

Comprehension

- Read surrounding sentences to aid comprehension
- Predict possible outcomes of text to develop inference
- Identify the stem or root of a word to aid comprehension
- Syllabify words to obtain meaning
- Recognise common prefixes (Bound morpheme at the beginning of a word)
- Recognise common suffixes (Bound morpheme at the end of a word)
- · Identify the 'main idea' in a paragraph
- Identify statements which support the 'main idea' in a paragraph
- Summarise the main points of any given text
- Recognise and describe imagery (related to senses: visual, aural, tactile)
- Recognise and describe abstract language (concepts and ideas focused)
- Recognise and describe literal images (object or description which is really present)
- Recognise and describe a denotation (primary word meaning)
- Recognise and describe a connotation (implied meaning)
- Empathise with any given object or character
- Describe the 'tone' attitude to audience, subject and self
- Utilise a dictionary and a thesaurus to clarify meaning

Oral Delivery

- Identify the following punctuation cues, to enhance both comprehension and oral delivery:
 - Exclamation Mark
 - Question Mark
 - o Bold Print
 - o Speech Bubbles
 - o Speech Marks
 - Commas
 - Contractions
 - Paragraph
 - o Phrase
 - Ellipse
 - Parenthesis

Characteristics of Texts

- Recognise and describe a metaphor is a...
- Recognise and describe a simile is like a...
- Recognise and describe personification (object is given human characteristics)
- Recognise and describe an idiom 'the cat's pyjamas'
- Recognise and describe hyperbole exaggeration
- Recognise and describe onomatopoeia
- Recognise and describe generalisations
- Recognise and describe rationalisation
- Recognise and describe propaganda
- Recognise and describe reality versus fantasy
- Recognise and describe a colloquialism
- Explain that text containing colloquial language must be informal

- Recognise and describe formal and informal style of text
- Classify first, second or third person texts
- Describe 'tone' of text (personal, impersonal author's attitude to subject, audience and self)
- Recognise and correct circumlocution (beating around the bush)
- Classify writing as a literary text (anecdote, short story, novel, play, poem)
- Classify writing as a media text (newspaper, magazine, film, advertisement)
- Classify writing as a transactional text (business letter, report, review)
- Classify writing as an academic text (textbook, essay etc)

Genres

Narrative/Novel Writing

- Identify a narrative text
- Identify the message of a narrative text
- Recognise and describe the era of the story
- Recognise and describe the place of the story
- Recognise and describe the social background of the story
- Recognise and describe the most important scenes in the story
- Recognise that setting emanates from photographic detail
- Give an outline summary of the story
- Identify and explain a 'problem / dilemma / predicament'
- Identify and explain 'choice'
- Identify' and explain flashback'
- Describe appearance and characteristics of major characters in a novel
- Identify and describe any change of character during the story
- Recognise and identify the 'theme' of the story
- Describe and give reasons for the appreciation of a character / object

Poetry:

- Recognise and describe a 'ballad'
- Recognise and describe a 'lyric'
- Recognise and describe imagery
- Recognise and describe tempo
- Recognise and describe metrical verse versus non metrical verse
- Describe and give reasons for the appreciation of a character / object

Advertising:

- Recognise an advertising text
- Identify a target audience
- Identify the headline of an advertisement
- Identify the signature of an advertisement (can be a jingle)
- Describe an incentive in an advertisement
- Evaluate the effectiveness of an advertisement: Is it appealing?

Recount / Retell

- Identify the main points of a story in sequential order
- Distinguish between irrelevant detail and significant main points
- Identify and explain the difference between opinion and fact
- Identify the purpose of a review, e.g. book, movie, policy

Procedural / Instructional Writing

- Define procedural writing as writing which provides information on 'how to do'
- Identify and describe writing in the second person (you) commonly used with procedural writing
- Identify and describe some of the special features of procedural texts, e.g. commands.

Letters

- Identify the features of a letter text
- Differentiate between formal and informal letters through text, layout and signature

Emails

- Identify the layout of an email
- Differentiate between a formal and informal email

Questionnaires

Identify a questionnaire text

Comparative Writing

Identify comparative texts

Descriptive Writing

Identify descriptive text

Expressive Writing

Identify expressive text

Short Story Narrative

- Identify a short story text
- Identify the message of a short story
- · Identify the conflict or problem in a short story
- Identify the resolution in a short story
- Identify a third person narrative
- Identify a first person narrative

Additional Genres – Students can identify the language used, and obtain information from the following texts:

- Dictionary
- Thesaurus
- Atlas
- Directories
- Map

Specific to Oral Language

Students are able to:

Speaking:

Speech

- Confidently pray out loud
- Articulate sounds correctly

Public Speaking

- Maintain correct stance erect, alert and relaxed
- Make and keep eye contact with an audience
- Speak clearly
- Control and vary volume
- Control and vary pitch
- Control and vary pace
- Organise thoughts
- Share thoughts logically
- Stress key words
- Confidently use appropriate gestures
- Confidently use facial expression
- Adapt expression to suit genre, e.g. recipe versus dialogue
- Use cue cards with confidence
- Use a pause for impact and effect
- Confidently ask a question
- Confidently share with an audience
- Demonstrate and refer to visual aids with confidence

Television Presentation

- Focus on the camera and not look away when saying a prepared piece
- Demonstrate the necessity of continuing to look in the camera lens even when the speech is over
- Include the question in an answer to a question
- Distinguish between a practiced piece and an informal interview
- Confidently share thoughts in an informal interview
- Explain and demonstrate that looking away when thinking of a response in an interview is acceptable
- Maintain eye contact with the camera lens, and relate to an imaginary audience

Conversation

- Demonstrate the correct use of a phone for formal conversation
- Demonstrate interactive conversation with appropriate responses
- Initiate conversation with strangers to be welcoming
- Demonstrate thoughtfulness using techniques to include others who may be disregarded
- Share their faith with confidence
- Discuss and express their point of view with confidence and sensitivity
- Argue their point of view and challenge others points of view with confidence and sensitivity **Speeches**

• Deliver a speech up to 4 ½ minutes in length

- Deliver a speech using cue cards correctly
- Deliver a speech using visual aids correctly
- Explain and demonstrate the elements of humour, persuasion and information where appropriate to captivate an audience
- Deliver a seminar of a specified length

Recitation

- Recite a poem of more than three verses in length
- Explain the need for expression and apply expression when reciting poetry
- Explain and demonstrate the use of body language when reciting poetry
- Change volume when reciting, to aid expression
- Change pitch when reciting, to aid expression
- Change pace when reciting, to aid expression

Reading Aloud

- Read a story aloud with confidence
- Read any given text aloud with confidence
- Explain and demonstrate the importance of looking up when reading aloud to make eye contact with and therefore involve, the audience
- Interpret cues in a text and respond appropriately to enhance the text
- Demonstrate appropriate emotion when reading aloud
- Vary pace when reading aloud to clarify and enhance the text
- Vary pitch when reading aloud to clarify and enhance the text
- Vary volume when reading aloud to clarify and enhance the text

Listening

- Listen with interest and interact with the speaker / pastor
- Look at and focus on the speaker
- Concentrate on the speaker rather than what they would like to say
- Recount what the speaker has said
- Identify the main points of a speakers discourse
- Demonstrate etiquette with their attitude and demeanour

Questioning techniques:

- Differentiate between a question and a statement
- Question appropriately
- Distinguish between, and use correctly an open or closed question
- · Question to clarify meaning and enhance understanding
- Explain and demonstrate a rhetorical question

Genres

- Listen to a CD and recount main ideas, discuss motives and meaning
- Watch a DVD and recount main ideas, discuss motives and meaning
- Attend a movie and relate main ideas, discuss meanings and motives
- Differentiate between main ideas and supporting ideas in a variety of presentations

Conduct attending Live Presentations:

- Show encouragement at any live presentation
- Display correct manners when attending a live presentation
- Apply discernment with regard to any performance, live or recorded
- Articulate reasons for listening, or not listening, to any given performance or performer
- Discern the world view of any performance, live or recorded

Writing Learning Outcomes / Unit Objectives / Planning

Through wisdom a house is built, and by understanding it is established; by knowledge the rooms are filled with all precious and pleasant riches.

Proverbs 24:3

'Know' (Isaiah 28:10) Students are able to ... (knowledge / belief)

'Be' (Luke 6:46) Students will be ... (demonstrate wisdom / character)

'Do' (Luke 12:48) Students demonstrate how to ... (application of understanding / skills / behavior)

The 'Know' outcomes or objectives are the specific knowledge and skills that will be taught within the unit of work. These form the basis of the summary evaluation on a spread sheet, completed during each term and potentially several times within any given term. This ensures a reflective teaching approach, summarising what we do professionally with each student, based on marking, anecdotal notes, oral practise, and formative and summative tests etc.

The 'Be' outcomes or objectives look at the character development and attitudes of a student as an outcome of engaging in a specific unit of work. This area will be challenged and developed throughout the unit of work, alongside knowledge and skills.

Assessment of these outcomes includes anecdotal observations noted in small group/whole class activities or teaching situations in the classroom. This can also include time outside the classroom, such as during breaks, sport or other contexts.

The 'Do' outcomes or objectives represent the broader application of knowledge, skills, understanding and attitudes that have been gained throughout the unit of work. In essence, they are an outcome of both the 'Know' and 'Be' objectives – the application of what a student has learned and experienced within the particular unit of work – it may link with, and flow into, other curriculum areas in a positive way.

The purpose of identifying the 'Do' objectives is to see students go beyond mere skills into the area of personal character, as they apply what is taught to their behaviour and a variety of in and out of school environments.

Provided is a sample of the Art Precept Document for Years 7 - 10

Year 7 - 8 Know

- Communicate and demonstrate their knowledge of the elements of design
- "Elements of design" are defined as:

Line: the visual path that enables the eye to move within the piece

Shape: areas defined by edges within the piece, whether geometric or

organic

Colour: hues with their various values and intensities

Texture: surface qualities which translate into tactile illusions

Form: 3-D length, width, or depth Value: Shading used to emphasize form

Space: the space taken up by (positive) or in between (negative) objects

- Analyse and interpret information through reference drawing
- Describe and show their understanding of the principles of composition and related spatial concepts
- Demonstrate their knowledge of tonal modelling, layering and other techniques relating to various media, including crayon and pastel
- Show accuracy and skill when scratching back into black paint to reveal the colours of the crayon
- Generate drawings of shells, from observational and reference drawing
- Explore and experiment with crayon colour combinations

- Demonstrate their knowledge of colour theory through their final choice of colour combinations
- Blend two to three crayons successfully
- Demonstrate working knowledge of the concepts of positive and negative space within a composition
- Show accuracy and skill when using black pen to complete abstract patterns from natural objects and various cultural patterns
- Display their knowledge of the rudiments of colour theory primary/secondary/tertiary colours; warm/cool colours, tint and shade through their chosen colour schemes
- Create a 3D effect on a 2D surface using paint in a tonal manner
- Demonstrate their knowledge of tonal modelling, through blending black and white paint to achieve shades of grey
- State and show their knowledge of the rudiments of colour theory Primary, secondary, tertiary, recessive/aggressive colours, complementary
- Show accuracy and skill when completing observational drawings of car parts using a variety of media
- Generate accurate drawings of native trees and plants from observation and reference sources
- Incorporate ideas and styles from the study of NZ artists, including Dean Buchanan
- Create a composition that shows an understanding of space and form
- Show working knowledge of wet-on-wet painting techniques to achieve texture, tone and a personal style
- Apply an effective limited colour palette to reflect different sections and objects within a composition
- Develop ideas for pattern making from cultural reference material

Be

- Display a willingness to accept and incorporate teacher guidance and advice into their work;
 also showing flexibility, striving for accuracy, taking risks, and managing impulsivity
- Demonstrate patience and perseverance with generating ideas and employing new art techniques
- Listen carefully to instructions
- Enthusiastic about their own and others' development and progress
- Flexible in their thinking; reviewing work from different perspectives, generating alternatives
- Consider advice and opinions of others, evaluating work in progress in light of this
- Constructive in their critique of own and others' work

Do

- Complete a finished piece of art work that truly reflects their current skills and talents
- Incorporate the concepts and skills taught into other curriculum areas
- Generate drawings of car parts, from observational drawing and photographs
- Create an A3 Acrylic painting inspired by the Native flora within the church and neighbouring community.
- Apply knowledge of colour theory and essential art elements (observation, composition, tone, colour, media, technique and creative expression) to other subjects as required
- Identify and describe essential art elements within church and community promotions, billboards etc

Year 9 - 10

Know

- Communicate and demonstrate their knowledge of the elements of design
- "Elements of design" are defined as:

Line: the visual path that enables the eye to move within the piece

Shape: areas defined by edges within the piece, whether geometric or

organic

Colour: hues with their various values and intensities

Texture: surface qualities which translate into tactile illusions

Form: 3-D length, width, or depth Value: Shading used to emphasize form

Space: the space taken up by (positive) or in between (negative) objects

Analyse and interpret information through reference drawing

- Describe and show their understanding of the principles of composition and related spatial concepts
- State and show their knowledge of the rudiments of colour theory Primary, secondary, tertiary, recessive/aggressive colours, complementary
- Demonstrate their knowledge of tonal modelling, layering and other techniques relating to various media
- · Generate accurate drawings of native trees and plants from observation and reference
- Develop ideas for a painting through studies of various NZ artists including Dean Buchanan
- Develop ideas for a mixed media drawing through the study of NZ artists including, Sylvia Siddell
- Create a composition that shows a sense of space and form
- Show knowledge of wet-on-wet painting techniques, achieving texture, tone and personal style
- Render form using drawing, collage and painting techniques
- Apply an effective limited colour palette to reflect different sections of the composition
- Generate accurate drawings of common kitchen items and plants and vegetables from observation, using perspective and realistic depiction of form
- Create a composition that shows a sense of space and form
- Show knowledge of a variety of drawing techniques and media, achieving texture, tone and personal style
- Apply an effective limited colour palette to reflect different elements of the composition
- Employ foundational methods for rendering the basic genres of still life, landscape and portrait in through drawing, collage and painting
- Develop ideas for a drawing a still life, based on one of the focus artists: Patricia Dorr Parker, Les Butler, or Gary Bennett
- Demonstrate an understanding through their art of tint, tone, shade, proportion, perspective, and use of colour using a variety of media
- Create a still life drawing that shows application of specific techniques in either pencil, charcoal, pen/ink, coloured pencil – or a mixture of any of these
- Show an ability to render landscape through collage, using mixed media with attention to texture, colour, pattern, tint, tone shade, stamping etc
- Demonstrate an understanding and control of wet and dry media in recording information

Be

- Flexible in their thinking; reviewing work from different perspectives, generating alternatives
- Consider advice and opinions of others, evaluating work in progress in light of this
- Flexible in their thinking; reviewing and critiquing work from different periods and different cultures and worldviews
- Think through and reflect upon the advice and opinions of others evaluating their work in progress in the light of this
- Capable of constructively reviewing their own and others work in the light of their own worldview

Do

- Create an A3 acrylic painting inspired by the native flora within the church and neighbouring community
- Apply knowledge of colour theory and essential art elements (observation, composition, tone, colour, media, technique and creative expression) to other subjects as required
- Identify and describe essential art elements within church and community promo's, billboards etc
- Create an A3 composition inspired by everyday objects/items in the kitchen
- Be able to render three pieces using drawing, collage and painting techniques
- Experience multiple techniques and media in applications inspired by model artists
- Critique the world view of artists, both historical and modern
- Understand the historical context from which modern traditions emerge
- Identify, describe, and critique art elements within a range of Christian and secular visual communication

Unit Plan SUBJECT:

TERM:

PILLARS	1	I EKIVI.	
TILLARO	Students will know	Students will be	Students will do
Building an Understanding of God:	-God through observing Creation and getting revelation of God's nature and character because of what He has made.	-Be a God chaser, one desiring to know Him. Have an ever increasing revelation of God and intimacy with Him.	-Be involved with reaching out to others and sharing their faithProvide positive testimony of God's love, mercy and grace.
Building a place in History	-The happenings and beliefs of the past and how they affect today and beyond.	-Students that know their place in history and understand the times in which they live.(Daniel)	-Learn from the last generation and build a legacy for the next.
Building a Biblical World View	-How things were created and God's intention for their area of studyKnow how the Fall affected all of creationKnow how they can redeem this area back to God's created purpose.	-Be able to think critically about what they see and hearBe able to recognise the assumptions and philosophies of the world.	-Apply what they believe to their worldRedeeming the culture back for the Kingdom of GodReal life experiences to apply what they know.
Building Servant Leaders and Change Agents	-Know the principles and skills of how to be a self-governing ChristianKnow the 9 Christian Disciplines as stated in 2 Peter 1:5-8.	-A servant leader of othersBe people of good characterDiligent to develop the Christian Disciplines in their lives.	-Practise Servant Leadership -Take dominion in their world as Change AgentsWork through stages and levels in their own Christian walk.
Building the Heart of the Church	-Understand what the "Heart of City Impact Church" and the Church corporately is.	-Students who carry the heart of the Church; and, this outflow is evident in their "speaking and believing".	-Students who multiply that heart to others in the church and influence their world; through acts of servant leadership and involvement in Community Impact Days.
Building Confidence and Character	-Their identity and purpose in Christ. They will know that they have immense worth and that God, their Creator, has equipped them with talents and abilities for them to use for His purposes which are true and right.	-Confident. Knowing who they are in Christ, despite what their abilities are in any area they will have an inner confidence because their confidence comes from whose they are not what they can do or from external measures.	-They will have a healthy view of themselves and an assurance of their own identity and will therefore be able to interact with a variety of people in many different circumstances.
Building in the Spirit	-Students will know how the Holy Spirit operates among His people.	-Spirit led rather than driven by their soul or body.	-Learn the keys to operating effectively in the Spirit.

SUBJECT: TERM: YEARS:

VALUES Excellence without Extravagance	SKILLS			
Personal Stewardship		Wisdom	Understanding	Knowledge
-Make the best use of the talents and abilities that God has given themMeasure their results in conjunction with the talents and skills that they have received rather than against other student's resultsBe good stewards of their possessions, nature, surroundings. Creation and Presentation	Communication	-Develop skills of discrimination and critical analysis in relation to the media and to aural and visual messages from other sourcesSpeak, write and hear with wisdom using keys and principles of God's Word	-Communicate competently and confidently by listening, speaking, reading and writing and by using other forms of communication where appropriate -Argue a case clearly, logically and convincingly -Develop the skills of teaching	-Convey and receive information, instruction, ideas and feelings appropriately and effectively -Use information and communication technologies including communication for disabled
-Present every piece of work in whatever form, in the very best manner that they can with the time, resources and talent that they have available. Biblical Inspiration for Excellence:	Numerical	-Organise information to support logic and reasoning -Recognise and use numerical patterns and relationships -Apply God's value on numbers to understand the significance of events	-Recognize, understand and analyse information which is presented in mathematical ways, graphs, tables, charts or percentages.	-Calculate accurately -Estimate proficiently and with confidence -Use calculators and a range of measuring instruments confidently and competently
Look into God's Word and discover the keys to success. In any area of study, discover how they can be successful and prosperous if they obey His Word. Have a Kingdom mentality, that God is restoring us through the application of His Word and through us the whole earth. Image Bearers:	Physical	-Understand that the body is the "Temple of the Holy Spirit" and we have a responsibility to care for it.	-Develop personal fitness and health through regular exercise, good hygiene and healthy diet.	-Develop specialised skills related to sporting, recreational and cultural activities -Learn to use tools and materials effectively and safely -Develop relaxation skills

That they are the image bearers of Christ and that one of their goals is to look like Him. In attitudes, values, character, in walk and talk. We are the head and not the tail, this earth is ours and we are redeeming it back for the cause of Christ. Leaders in all areas of society:	Information	-Distinguish fact from opinion -Discern the underlying world view and agenda of information	-Organise, analyse, evaluate and use information. -Use a range of information retrieval and information – processing technologies confidently and competently.	-Identify, locate, gather, store, retrieve and process information from a range of sources -Present information clearly, logically concisely and honestly
We have been called to take dominion of this earth. This means that the earth is ours. We have a responsibility and the authority to take over. Students will be inspired and equipped to go into the world and be leaders. They will serve their way into places of authority where they will administer justice and blessing. Servant Leadership: To be great in God's Kingdom they need to be a servant. Carry humility, a heart for people and a love for God so that they are never too great to do the smallest task or to help out wherever there is a need.	Problem- Solving	-Consider yourself; does the problem lie with me? -Seek the Holy Spirit's guidance. Have you asked for help? Have you listened for an answer? -Make connections and establish relationships, seek counsel; who could I ask for guidance? -evaluate processes and solutions; could I have done this in a different way?	-Analyse problems from a variety of different perspectives -Identify, describe and redefine a problemEnquire, research and develop ideas -Test ideas; make decisions on the basis of experience and evidence.	-Think critically, creatively and logically -Exercise imagination, initiative and flexibility -Try innovative and original ideas -Design and make
Large Enough to make a Difference: We are always giving the message that we are to be influencers in our society; we are the head and not the tail.	Social and Cooperative	-Understand your role as a Christian and a responsible Citizen. -Develop the ability to negotiate and reach consensus.	-Think of others above yourself at all timesDemonstrate consideration for others, integrity, reliability, trustworthiness, compassion fairness, diligence, tolerance, hospitality and	-Take responsibility for jointly decided actions and decisionsLearn to recognise and respond to injustice -Develop a sense of responsibility for the well being

		-Set, evaluate	generosity. -Display initiative,	of others and for the environmentDevelop
We have a strong value of family in this church. This will be seen in the school in a variety of ways: - the buildings look like a family home, the uniforms are not formal rather they are "play clothes" during the younger years. Local Church: We believe that the local church is God's vehicle for seeing the gospel communicated to this world. We are the ones who are bringing back God's dominion to the earth. As a school, we are building the cause of the local church.	Self Governing	and achieve realistic personal goals -Achieve self-discipline and take responsibility for actions and decisions	commitment, perseverance, courage and enterprise -Be prepared to adapt -Develop constructive approaches to: challenge and change, stress and conflict, competition, success and failureDevelop a range of practical life skills such as parenting, budgeting, transport, maintenance	knowledge of health and safety, protection of the body and mind from harm and abuse
Valuing People	Work and	-Understand	-Recognise	-Work effectively
We value people of every nation and age. We are not a church of one generation. We value what the previous generations have to teach us and we are raising up the following generations. We are a multi-cultural church who desires for every creed and race to know Jesus.	Study	own learning style, the necessity for sacrifice for victory, the need to overcome through practice.	different learning styles, -Develop the desire and skills to continue learning throughout lifeDevelop sound work habits	both independently and in groupsTake responsibility for own learning and work -Develop realistic self appraisal.

SUBJECT:	TERM:	YEARS:
Rationale:		
Precepts / Learning Outcomes to be achie	eved:	
Know:		
Be:		
Do:		
5 0.		
Resources:		
1000010001		
Learning Sequence / Learning Activities:		
Assessment:	Extra Activities for Extension	n and/or
	Remedial (as applicable)	
Evaluation:		
Evaluation:		

Explanation of the Unit Plan:

All students will be given the rationale and objective for each unit of work to be studied at the start of each term or when a new unit of work is introduced. This will give the students ownership over their learning as the 'why' will be evident and this should encourage them to be more accountable throughout a specific unit of work.

Particularly as the students get older, it is good practice to share the pillars, values and skills that are being focused on. The rationale should be a short statement that gives the relevance, purpose and intent of the Unit of Work; it should address the question 'Why are we learning this?' which, in turn, provides a vision and a clear learning pathway.

A variety of assessment methods will be used apart from summative written tests to successfully evaluate the objectives against each student.

Extension and Remedial: This section addresses high achievers and/or those requiring additional support. This ensures we cater for the learning needs of all students, and students will be identified and planned for in the units of work as necessary.

Evaluation: What was successful? What needs to be changed? This may include anecdotal notes written on the unit plan and on the Weekly Preparation and will ultimately affect how to plan for the next step or subsequent unit plans. This informs the teacher of the best steps to take for individual students (i.e. differentiated learning), and aids future planning, learning contexts and assessment.

7. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

Utilising a holistic approach through our unique curriculum (Precept Document and Unit Templates) in partnership with parents/whanau, students and educators/teachers, we believe we will see better achievement outcomes for priority learner groups (Maori, Pasfika, low socio-economic). Believing in each individual student and their ability to achieve and exceed expectations enables us to focus on setting goals with them and their whanau and setting appropriate learning pathways.

3. Provide a full list of the qualifications that your school will offer (if applicable).

n/a

9. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.

We are confident that students will be able to achieve the National Standards (Years 7-8) as the Precept Document, from which our curriculum is derived, has been successfully utilised in this way through its implementation within our existing independent school. Internal and external reviews have confirmed its effectiveness in achieving academic success and promoting learning pathways that will enable the student to succeed.

Please find weblink below should you wish to view our 2011 Secondary only review and the 2012 Years 0 – 11 Review:

http://www.ero.govt.nz/Early-Childhood-School-Reports/School-Reports/City-Impact-Church-School-Secondary-07-02-2011

- 10. If you plan on targeting Māori students, outline your plans for:
 - a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori
 - www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and
 - b) supporting Māori language in education: delivering strong, co-ordinated effort and investment
 - www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx)

City Impact School - Pathway for Māori Success

The following principles are recognised as being integral when working with Māori children, and whanau in particular, to promote the best possible outcomes for them and, in turn, positive outcomes for all.

Whanuangatanga – relationships between whanau and the school are highly valued and actively fostered through reciprocity.

Mana – recognising each student's uniqueness, treating them with integrity and dignity.

Ako – reciprocal teaching and learning relationships based on respect

These principles are further extended through the following concepts being understood, encouraged and implemented throughout the school:

Tuakana/Teina – older learning from younger, and younger learning from older **Manaakitanga** – caring and providing hospitality in a servant-hearted manner **Awhitia** – embracing and assisting by coming alongside

The value of **te reo me tikanga māori** (language and customs) in supporting the successful implementation of these principles and concepts is recognised. In order to have this occur in an intentional manner, suitably qualified kaiako must be employed.

- 11. If you plan on targeting Pasifika students, outline your:
 - a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx;
 - b) how the school will build its own Pasifika capability; and
 - c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

City Impact School - Pathway for Pasifika Success

Shared key values and Pasifika-led initiatives are seen as vital to increase and accelerate Pasfika achievement. We plan to employ personnel with expertise and experience in carrying, communicating and developing Pasifika cultural competencies for both students and staff.

A commitment to this has been reflected in our Curriculum whare (provided earlier within this application) which visually demonstrates that the school does not exist in isolation but relies on reciprocal partnerships with the home, school, church and community, where there is a shared desire for the students' success in all areas of life.

Since establishing our Mt Wellington church campus in 2010, as an organisation we have been able to increase our knowledge and experience of working with Pacific cultures. We plan to use our existing communities and networks to access Pasifika parents, families and learners to support their well-being and learning. It is envisaged that these networks will enable us to respond to the identities, languages and cultures of each Pasifka group.

- 12. Outline how you will ensure an inclusive environment for students with special education needs, including:
 - a) how the school will demonstrate inclusive practices;
 - b) how the school will build its capability to address the needs of students with special education needs; and
 - c) how partnerships with parents with students with special education needs are used to achieve education success.

Inclusive Practice

In line with our school vision and existing independent school practices, we welcome students with special education needs to enrol in our Partnership School as they are valued members of our community. From experience, we have been able to incorporate these students into our existing classrooms with additional support through specialised Teacher Aides and student manaakitanga.

In order to ensure that we are able to meet the students' individual needs and promote their academic and holistic success (inclusive of well-being) an assessment will take place in consultation with the Parent/whanau as part of the initial hui.

This assessment will form the basis for a plan to appropriately provide for the student, including reviewing any necessary specialised staff training required and what external support relationships already exist.

13. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

n/a

14. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

n/a

- 15. Detail tests, measures and tools, or other assessment tools that you propose to use, including:
 - a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
 - b) how assessment and/or aromatawai will be used to tailor instruction.

The assessment of students at City Impact School in Years 7 - 10 is encapsulated in the Precept Document. This document is a working programme that receives continual input by all members of the school teaching team. It aims to take the tenets of the Ministry of Education Curriculum guidelines and the Special Character requirements of our school, and define them to provide a seamless "line upon line, precept upon precept, here a little there a little" document.

This has a threefold benefit:

- It provides the teacher with a detailed checklist of precepts which are required to be taught at each year level.
- It enables consistency in teaching content to ensure that any teacher who joins the school is familiar with the objectives of the curriculum.
- It is intended to provide an overview of each student, showing their development, so that the teacher can plan effectively to meet the curriculum objectives at that student's level.

Over the course of each term, teachers are expected to update the Precept document as they complete the learning objectives assessed within a unit of work. The document has provision for both numeric and narrative assessment and chronological dating of genres and topics as they are taught, ensuring that every aspect of each subject area is covered.

Reports will also be issued at the end of Terms 2 and 4 in order for teachers to provide specific feedback and direction to students and their families.

- 16. Explain how your school will:
 - a) work with students, parents, families/whānau and community to promote high attendance levels

This will be achieved through promoting a love of learning, and supporting this through a responsive curriculum that affirms the student and is inclusive of family/whanau aspirations, as well as reciprocal and open relationships between home and school. Involving whanau from the beginning of each school year in the process of setting goals, establishes a positive platform from which to build a trust-based relationship. Within such relationships, the mutually understood value of high attendance can be addressed and actively encouraged.

b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

Family/whanau hui (kanohi – kanohi) are an opportunity for family/whanau, the student and classroom teacher to meet and discuss the year ahead, establish goals (academic/spiritual/social/character) and progress in general.

There will be an expectation for parents/whanau to attend with their child(ren) and to have been in prayer in preparation for this interview, considering some goals they want to achieve in the year ahead and include possible steps for their implementation. It is important that students have also considered specific feedback from teachers in any previous reports.

Proverbs 16:9, "In his heart a man plans his course, but the Lord directs his steps and makes them sure". Goals are a great way of making good decisions and shaping worthy plans.

 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

As a kura we are committed to small class sizes, quality teaching and purposeful working programmes. This commitment assists in parent/whanau being informed, supported and involved in their child(ren)'s learning.

Teachers are actively available to support families in the area of homework as this can be an effective vehicle for further connecting home and school – involving parents/whanau meaningfully and reinforcing key concepts and skills for students.

From Year 7, students receive more formalised homework, mainly English, Mathematics, and Kingdom Building based, as appropriate, and will relate to key concepts and subject matters covered within the class programme. Direction and guidance in this area will be provided from the family/whanau hui and through the School Handbook, as well as ongoing communication between teaching staff and students/parents.

Student Diaries will also be utilised to record homework requirements, and any necessary communication to, or from, parents/whanau.

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

Family/whanau conference evenings, subject teacher interviews, combined with Information Evenings, will also be implemented. These have had proven success at City Impact Church School and have been invaluable in establishing meaningful home and school partnerships.

Other methods of communication will include email, a partnership school website and Facebook.

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

Through our existing Church Campus and Community Impact Trust, extensive relationships with community agencies and organisations are already in place. We plan to extend these, naturally incorporating the partnership kura with a focus on building those relationships which will best serve the aspirations of our students and their famili/whanau.

18. Outline 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.

Our Independent School has established meaningful partnerships with community organisations that have enhanced the overall learning experiences of students. These include sporting opportunities

with local facilities, such as the Millennium Centre, Hilton Brown Swim Club, North Harbour Gymnastics etc. Through City Impact Church, the school has liaised with the North Shore hospital to provide student artworks for various wings. Our Community Impact Manager has established a number of connections with the Mt Wellington / South Auckland community. It is our intention to partnership with them to provide additional learning experiences for our Year 7 – 10 students.

19. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

It would be our intention to use external "experts" for student mentoring as per our independent school. Guest speakers have proven invaluable in our school programme and would be a key component in enhancing the overall learning experiences and opportunities of our Year 7-10 students.

- 20. Explain and provide evidence to support your proposed school calendar setting out:
 - a) the daily hours of operation;

Daily hours of operation will be from Monday to Friday, 8.00 a.m. Until 5.00 p.m. Hours of attendance, as expected for students, are outlined below from 8:45 a.m. Until 3:30 p.m., Monday to Friday.

b) indicative student timetables; and

Pick up	BY 3:45	BY 3:45	BY 3:45
applicable	03.00 - 03.30	03.00 - 03.30	03.00 - 03.00
Homeroom & Duties as	03:00 - 03:30	03:00 - 03:30	03:00 - 03:30
5	02:00 - 03:00	02:00 - 03:00	02:00 - 03:00
2 nd BREAK	01:20 - 02:00	01:20 - 02:00	01:20 - 02:00
4	12:30 - 01:20	12:30 – 01:20	12:30 - 01:20
3	11:30 – 12:30	11:30 – 12:30	11:30 – 12:30
1 st BREAK	11:00 – 11:30	10:50 – 11:30	11:00 – 11:30
2	10:00 – 11:00	09:55 – 10:50	10:10 – 11:00
1	09:15 - 10:00	09:00 – 09:55	09:25 - 10:10
		(Praise & Worship)	(Assemblies)
		08:45 – 09:00	08:45 - 09:20
School Open	FROM 8:30	FROM 8:15	FROM 8:15
Years 7 - 10		•	_
Periods	Monday	Tuesday - Thursday	Friday

 how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

A draft 2015 calendar is included below. It has been modelled from the organisation's current Independent School calendars and provides an overview of key dates and activities

TERM 1	
02-February	Term 1 Begins (Years 7 – 10)
03-February	Family Conferences
06-February	Waitangi Day
10-February	Family Conferences continued
07-February	Full School Assembly
27-February	Full School Assembly
19-March	Whanau/hui – interviews
26-March	Whanau/hui – interviews
27-March	Full School Assembly
03-April	Good Friday

06-April	Easter Monday
25-April	ANZAC Day
17-April	TERM 1 CONCLUDES
TERM 2	
04-May	TERM 2 BEGINS
04-May	Full School Assembly
04-May	Whanau/hui - Information Evening
08-May	CAREERS EXPO Yrs 9 – 10
22-May	Full School Assembly
25-May	Assessment Week Begins (Yrs 7 – 10)
29-May	Assessment Week Concludes (Yrs 7 – 10)
01-June	Queen's Birthday
12-June	Full School Assembly
03-July	Full School Assembly
03-July	Reports distributed to students (Yrs 7 – 10)
03-July	TERM 2 CONCLUDES
TERM 3	
20-July	TERM 3 BEGINS
28-July	Whanau/hui – interviews
31-July	Full School Assembly
04-August	Whanau/hui - interviews continued
14-August	Full School Assembly
16-August	Church School Open Day
11-September	Full School Assembly
25-September	Full School Assembly
25-September	Reports distributed
25-September	TERM 3 CONCLUDES
TERM 4	TTT1// PT 01/10
12-October	TERM 4 BEGINS
15-October	Whanau/hui - Information Evening
16-October	Full School Assembly
26-October	Labour Day
06-November	Full School Assembly
09-November	Assessments & Examinations Begin (Yrs 7 – 10)
19-November	Assessment & Examinations Concludes (Yrs 7 – 10)
20-November	Full School Assembly
04-December	Whole School Prize Giving
11-December	Reports distributed
11-December	TERM 4 CONCLUDES

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

In line with our overall philosophy, the school manages behaviour with a positive, proactive approach, which includes the establishment of firm boundaries. Expectations for standards of behaviour are clearly stated, including an expectation that students will take responsibility for actively participating in their learning, inclusive of school activities.

Principles of respect and dignity are central to our teaching practice, and guide our actions with regard to the management of a student's behaviour. Discipline is not simply punishment for rule-breaking; it is training, or a process by which people learn what is acceptable, desirable and pleasant for all. Discipline is also encouraging an individual to be a positive influence in our society and is not done to a student, but rather *for* a student. Discipline is concerned with character as well as behaviour – students learn to act responsibly and be accountable for their own actions.

Routines will be established and practised so that a calm classroom atmosphere is apparent. Each student will be treated with respect, tailoring discipline to meet their needs in a caring and loving way. When behaviours of concern do arise, the staff will provide appropriate feedback to the student about why the behaviour is unacceptable, and guidance for appropriate actions or resolution. If the student's behaviour continues to be of concern, despite the staff's efforts, then the teacher will advise the student's parents and, where appropriate, a joint behaviour plan will be discussed between the school and parents. This plan will be tailored to each specific situation, and will be produced as soon as the situation requires. It will be documented, along with its outcomes, and other avenues to improve the situation will be explored, including further parental involvement, guidance and counselling for the student.

22. Set out 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 1989 and any other applicable Acts).

City Impact School believes that we are responsible for providing safe physical and emotional environments for all students and staff in the school. As such, we have drafted detailed policies regarding Health and Safety, Behaviour Management, and Child Abuse Prevention. At the heart of each of these policies is the commitment to providing an environment that supports and promotes positive learning environments and outcomes for all.

Child Abuse Prevention Policy

The school believes that we are responsible for providing safe physical and emotional environments for all students in our care.

Staff will be committed to maintaining and increasing awareness of how to prevent, recognise and respond appropriately to abuse.

Training will be implemented to equip staff to recognise the indicators of different forms of abuse, how to respond when abuse is suspected and how to address their own feelings and need for support if necessary.

The school will recognise the important role that external agencies may play in supporting children and families and contributing specialist knowledge, which serve to protect children from abuse.

Staff do not assume responsibility beyond the level of their own expertise and the principal, in consultation with the vision team, will make contact with professional agencies as necessary.

The school also believes that students, families and others involved in an investigation of suspected child abuse should receive appropriate support. The school will maintain knowledge of individuals, agencies and organisations in the community that can be referred to for support.

RESPONDING TO CHILD ABUSE

Staff will be expected to respond to suspected child abuse by writing down conversations, impressions and communications that cause concern, and seek further assistance as outlined below. Staff will be encouraged to seek support – including informing the principal, who will be committed to taking action and arranging for consultation with appropriate agencies.

Where it is suspected that child abuse has occurred and a student is unsafe, staff will be committed to reporting the matter in line with CYFs (Child, Youth and Family) guidelines (Interagency Guide – "Working together to keep Children safe"):

- Ensuring the immediate safety of the student.
- Informing the Principal/General Manager.
- Consulting with parents if applicable.

• Suspending a staff member who is alleged to be involved in the suspected abuse of the student whilst the investigation takes place. (They will be fully informed of their rights.)

The basic principles that will guide staff response to suspected child abuse are:

- Believe what students tell you, and what you see. Listen and be reassuring.
- Write it down. Record your concerns and observations or disclosures.
- Don't question or interview the child.
- Always take action in the short-term to ensure the immediate safety of the student. Act on your concerns. Do not leave it to someone else or hope it will not happen again.
- After making referral, look after yourself. Discuss the matter with the Principal, General Manager or relevant person.

RELATIONSHIPS WITH PARENTS

An open, honest relationship between staff and parents will be encouraged and fostered through processes already referred to. If parents have a concern about the treatment of a student by a member of staff, they are encouraged to make this known to the principal who will ensure that the matter is investigated and acted upon.

PREVENTIVE EDUCATION

The school believes that the education of students and parents is important in the prevention of child abuse. The school may also address this topic as a component of potential parent information meetings. Parents are encouraged to participate in appropriate courses and will be able to seek pastoral advice and guidance.

There will be consultation with staff to ensure that they are comfortable responding to questions and responses from students.

Behaviour Management Policy

City Impact School's purpose is to enhance the development of students in all areas of Biblical belief, lifestyle, behaviour, character and habit. Each student is made in the image of God and is a unique individual. Opportunities will be provided for them to learn in a safe, challenging and encouraging environment. Living according to the Word of God means that principles of respect and dignity are central to City Impact School. The Bible instructs and guides us in ways that we are to behave towards each other.

The school will cultivate an environment of praise and encouragement for positive behaviour and students will know the acceptable limits and boundaries. Clear and consistently expressed guidelines will provide students with a sense of security and minimise the occurrence of concerning behaviours. The school will aim to foster and promote respect – for other students, for adults, for authority, for age, for property and for nature.

All students will be supervised, and through the teachers' training and experience, students will be encouraged to handle conflict in a Biblical manner. Our staff will seek to be good role models, exhibiting positive behaviour and speech at all times, towards each other and towards students. Behaviour management practices ensure that respect, dignity, and positive guidance are always demonstrated and promoted.

All students will be encouraged to behave appropriately at all times, recognising that 'children are children', and that they are growing in self-discipline and self-motivation, as well as learning the skills and techniques needed to cope with conflict. Inappropriate behaviour is dealt with immediately and with sensitivity. Serious breaches of behaviour will be referred to the Principal/Deputy. The school will acknowledge that intervention strategies are determined with regard for the developmental and individual needs of each student.

The following principles are inherent in our management of behaviour:

- Students need to know boundaries and are expected to exercise self-control.
- Right thinking leads to right behaviour. Having a student's mind and will submitted to the Word of God creates a peaceful life.
- Teachers are in a position of authority and students must accept their direction and guidance.
- The school ethos of acceptable behaviour is based on common sense, the principle of putting others before yourself and acceptable standards of behaviour.

It is important that young people learn to accept full responsibility for their actions, and realise that what they do affects other people, and can have either a positive or negative impact on the reputation of their family, school and church.

Our creed and school values will help students to identify with aspects of life that will guarantee character development. The school requests that each student:

- Has wholesome speech refraining from swearing, indecent language and 'put down' statements.
- Develops character traits such as courtesy, kindness, honesty and responsibility.
- Works diligently and with joy "as unto the Lord".

Students, who consistently clash with the above standards or are out of harmony with the school ideals, will be subject to proactive intervention.

The culture of clear, positive standards of conduct, good academic planning and close personal interest between teachers and students enables staff to develop students to their fullest potential.

Guidelines for behaviour:

- The school uniform is to be worn with pride clean and tidy.
- Chewing gum or bubble gum is not permitted.
- Weapons of any sort are not allowed at school. This includes knives, fireworks, matches etc...
- Graffiti or abuse of school property, or property belonging to others is prohibited. Students are banned from possessing or using tobacco, alcohol, harmful drugs or other substances
- Viewing and downloading offensive material is a very serious offence and will result in strong disciplinary action and immediate parental contact.

Disciplinary steps for inappropriate action may include:

- Classroom teacher intervention, such as a verbal warning.
- Separation within the classroom.
- Inter-teacher support including involvement of the principal.
- · Withdrawal of privileges.
- Lunch time catch-up of work.
- Making restitution appropriate to the offence, e.g. Apology letter or replacement of property.
- Family conference.
- Individual contracts.

Positive incentives and rewards are used in recognition of students' self-governance and its outworking in their school life. Certificates of achievement will be given out at school assemblies to encourage individuals, but also as a means to maintain and build a positive school climate.

Injury and Accident Prevention Policy

Management and staff shall make every effort to ensure the safety of students and adults. The occupational safety/maintenance procedures ensure all safety hazards are identified and risks minimised. Equipment and buildings shall be checked on a regular basis, any potential areas of risk will be identified and a plan of action will be developed.

There will be a prompt and direct response to all needs. A staff member will hold a current first aid

certificate and adequate first aid supplies will be provided on site. A record of accidents and the first aid treatment given will be kept.

Staff will scan all areas and endeavour to intervene to prevent accidents. There will be a safe supervision of students. When there is any bleeding involved in an accident, then gloves are to be worn. All used gloves will be disposed of appropriately.

If outside help is necessary, then the school will endeavour to inform the parents, discuss the help required and/or accompany the student to hospital / doctor's surgery. Contact details will be taken. If unable to contact parents, the school shall do what is in the best interest of the student.

Accidents to staff will be recorded in the church staff human resource files. In the event a staff member is injured in an accident, their emergency contacts will be informed immediately and appropriate medical advice and support will be given.

EMERGENCY PROCEDURES

The school is in liaison with the local Civil Defence authorities to become prepared for possible emergency situations, and they have been formally notified of our location and details. Staff shall review practices annually, to ensure familiarity.

FIRE EVACUATION

The current Fire Evacuation scheme will be updated to align with the new premises. The Fire Department will approve the school evacuation scheme. Clear notices and information will be displayed in key locations throughout the kura and there will be ongoing staff education to ensure that they are familiar with the protocol. Fire drills will be held once per term.

HAZARDS AND PRECAUTIONS

Equipment and our premises will be regularly checked for hazards to adults and students. A hazard identification and management system will also be in place with accident/incident records analysed, and appropriate action taken. All practical steps will be taken to eliminate, isolate and minimise hazards for the safety of all.

MAINTENANCE

The school will provide and maintain a safe and healthy environment for students and staff. The grounds, buildings and equipment will be kept in a clean, safe and hygienic condition.

The teachers will monitor ongoing maintenance and report items of note to the principal/deputy principal who will pass matters onto the appointed maintenance officer.

A hazards and maintenance form will be kept on site, so that hazards can be recorded and remedies actioned. Regular inspection will take place of the grounds, building and equipment for repair, maintenance and improvement. The kura will also consider any requirements of potential students with special needs, and adaptations to grounds, buildings and equipment, as appropriate.

CLEANING

A cleaner will be employed to complete a thorough clean of the school premises on a daily basis. Responsibilities may include vacuuming, cleaning of bathrooms and kitchen areas, as well as general classroom cleanliness. This is evaluated on a regular basis.

As part of their role in maintaining a safe, appropriate and clean learning environment, staff and students will also be responsible for various cleaning tasks within their classrooms.

SMOKE / ALCOHOL / SUBSTANCE ABUSE FREE ENVIRONMENT

Smoking, alcohol and any illegal substance will not permitted on the grounds of the school. The school will be subject to the 'No Smoking Policy' that operates within City Impact Church. This policy applies at all times within and out of normal school hours of operation. Staff will reinforce healthy lifestyle practices among the students and be positive role models.

APPLICANT NAME: CITY IMPACT SCHOOL - MOUNT WELLINGTON CAMPUS

MEDICATION

A Medication Register will be located on site. Medication will be administered to a student only at the request of a parent, who has given written authorisation in the medication register. Staff who administer the medication will note the time and sign the register accordingly.

All medicines will be stored according to the manufacturer's / doctor's instructions.

Medication will be held permanently on site for students who have specific action plans due to personal health needs.

ILLNESS

The school will expect parents to consider carefully before sending an unwell child to attend school for the day. Students will not be able to attend if suffering from a contagious or infectious disease, or if displaying the following symptoms: vomiting, diarrhoea, sever colds, coughs, conjunctivitis, high temperature or unidentified rashes.

Parents will be required to collect their child from school if staff are concerned for a student's welfare. Staff will be concerned if a student is:

- So sick that he/she sleeps frequently.
- · Has a fever
- · Is very upset from discomfort
- May be infectious.
- · Needs constant one to one care.

When a parent or emergency contact is unavailable to collect the student, the staff member will isolate the student from other students.

HEALTH CHECKS

Auckland District Health Board will visit regularly to provide dental checks as well as hearing and vision testing in line with the Well Child Health goals. Following these visits, if any student needs treatment, notice will be given to the parents to contact and arrange for an appointment.

EMERGENCY CONTACTS

The kura will fully acknowledge the importance of maintaining correct information on file to enable the school to effectively contact parents if necessary.

If details change at any time, parents will be expected to notify the school so that enrolment details can be updated.

Should a custody order be in place, the parent is requested to provide a copy to the school immediately. The school will abide by what is outlined within the custodial document at all times.

ABSENCES

Students in Years 7 - 10 will be required to be at school by 9.15 a.m. on a Monday and by 8.45 a.m. Tuesday through to Friday.

If a student arrives late they will be required to go to the administrator's office to register their arrival in the Student Tracking book. Students will be given a signed slip to hand on to their classroom teacher. This is not a punitive system but a system designed to increase safety. The ideal situation is that students are settled into class before it starts.

Parents will phone the school when their son or daughter is absent. This should happen by 9.00 a.m. of the morning that the student is away. Alternatively, parents can e-mail the school administrator or principal and the classroom teacher to notify an absence.

If a parent collects their child(ren) during the school day, they will need to make record of this in the Student Tracking book. If returning their child(ren) back to school, the parent signs them in. Alternatively an e-mail or phone call is acceptable.

SUPERVISION OF STUDENTS AT BREAK TIMES

A staff member is always on duty throughout each scheduled break.

For safety reasons, parents will need to inform the teachers of any food allergies their child experiences.

Staff on duty will also ensure that students remain within the designated boundary areas and regularly patrol all sections of the playground.

SUN PROTECTION

The school intends to keep students and staff protected from the dangers of over-exposure to the sun, instilling sensible attitudes to sun protection. During Terms One and Four, in particular, students are expected to wear hats. Students will also be encouraged to apply sunscreen and wear sunglasses.

During Terms Two and Three, students are encouraged not to wear hats or sunscreen and play / relax in open areas as it is beneficial for them to actively enjoy the winter sun as much as possible.

The school will incorporate sun-skin protection awareness within everyday routines.

EDUCATION OUTSIDE OF THE CLASSROOM

The school acknowledges that outings and excursions are important learning experiences for students. These can enrich the investigation of topics of interest, as well as opening up new experiences for students.

Within the guidelines provided by the Ministry, ratios shall be determined according to the nature of any risk factors. In some circumstances (such as a beach excursion) a higher than usual ratio may be required, and parental help sought. Consideration will be given to the age and nature of the students participating as well as the skill levels of adults involved.

Within the standard enrolment form, parents give their signed permission for their children to participate in school excursions. For significant off-site trips, excluding regular sports commitments, parents will be requested to provide written permission for the specific excursion.

For excursions that require the use of motor vehicles, staff shall ensure that traffic regulations with regard to restraints are complied with at all times.

If adult-child ratios are not of an acceptable standard, the excursion shall not be allowed to proceed, as the safety of students must be the school's paramount priority.

- 23. 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 proposed for any staff that are not registered teachers (if applicable)
 - c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

City Impact Church, as the Sponsor, will be responsible for the implementation of Professional Development both *internally* and *externally* for all staff at the school.

It is the policy of the Sponsors to employ those who will be able to fulfil the character, cultural mandate and philosophy of the school.

With expertise in Management Systems, Strategy, Adult Education, Curriculum delivery and Te Ao Maori, the Sponsor is well equipped to oversee and ensure that professionalism is maintained. The systems for support, mentoring and professional development have been designed, implemented and proven successful in the Sponsor's established independent school (City Impact Church School).

City Impact's professional development, support and mentoring is monitored through their Appraisal System. All staff, including non-registered teachers, will be part of this system, which provides encouragement, identifies challenges, indicates areas of further study and clearly outlines proven methods of curriculum delivery within the classroom. A further mentoring system that places a new staff member with an experienced member provides extra support.

Teachers at our established independent school will be utilised in their areas of expertise to provide advice, both academic and practical support. Furthermore, the Cambridge Community (through independent school membership) will provide opportunities for teachers to attend cluster groups where peer review ensures high academic standards of achievement.

Regular assessment in every subject area ensures that every student's progress is monitored and evaluated. Close support and mentoring with all education providers mean that any apparent challenges for individual students are quickly identified.

Support staff with expertise in learning differences, including Educational Psychologists, supplement expert teachers' knowledge and provide detailed learning pathways for struggling students. Through the engagement of external contractors and partners (through formal and informal means), we will build the cultural competencies and understanding of the staff, and will thus meet the needs of priority students.

Wider family issues that may arise will be supported by counsellors and community impact members who work closely with Government agencies to ensure the best outcomes for the student's whole environment.

Sample Staff Review Form

and Do.

•			
Personal Details			
Name:	Position: Time in this role:	Time with the	School:
Date of Previous review:	Date of current review:	Reviewer:	
Agreed Future Goals:			Target date:
Agreed I didre Goals.			rarget date.
Appraiser:	Date: App	raisee:	Date:
PERFORMANCE INDICATOR:	Teach	ing Performance	
	Significant teaching performance strengths	Areas for developm	nent Grade (please tick one)
Learning Goals: • Translates the			1.
curriculum into specific, measurable and			2.
relevant learning			3 🗔

Key: Please tick one: 1 expectations. 3 PERFORMANCE INDICATOR: Resources: • Selects, develops and uses an appropriate	Teach Significant teaching performance strengths	ing Performance Areas for development	Grade (please tick one)
expectations. 3. PERFORMANCE	Significant teaching		(please
expectations. 3. PERFORMANCE	Teach	ing Performance	
	Exceeded expectations 2. Did not fully and consistently	Fully and consistently reac meet expectations.	hed
 Articulates the lesson's learning objectives and summarises their achievement. Paces the lessons according to individual students' needs. Develops and monitors learning using a variety of methods. 			1 2 3
Seeks student responses to generate interest, ownership and understanding of content. Learning Progress:			
Learning Environment: • Effectively plans and manages classroom activities to elicit student centred learning.			1 2 3
subject knowledge. Uses a breadth of subject knowledge. Stresses essential concepts and facts. Continually seeks feedback to identify knowledge gaps and new ideas.			1 2 3
Subject Knowledge: • Demonstrates clear and accurate understanding of			1

student learning.			
Motivation:			
Shows a flair for			
enthusing students			1
and stimulating active			
learning.			2.
 Establishes 			
challenging yet			3.
attainable			
expectations.			
 Motivates with a 			
variety of approaches.			
Student Welfare and			
Discipline:			1.
Creates, maintains			
and reinforces a safe			2.
environment.			
Effectively			3.
manages/monitors			
student behaviour.			
Readily			
communicates with			
appropriate parties			
such as parents,			
principal etc.			
Evaluation and Administration			
reporting:			1.
Mark all work and		_	
assessments	<u> </u>		2.
promptly, providing			
individual feedback.			3.
Produces			
differentiated learning			
action plans where			
necessary.			
Produces accurate &			
timely reports.			
Maintains accurate			
attendance and work			
records.			
Key: Please tick one: 1. expectations. 3.	Exceeded expectations 2. Did not fully and consistently	Fully and consistently read meet expectations.	hed
PERFORMANCE	Teach	ing Performance	
INDICATOR:	Clanificant tarable :	Arona for dayalan	Crada
	Significant teaching performance strengths	Areas for development	Grade (please
	performance strengths		tick one)
Kingdom Principles (Self			tick one)
Reflection):			1.
Confidence			'- 📖
Understands personal			2.
strengths and			*
weaknesses.			3.
Uses strengths for the			•.
benefit of the team.			

Employs systems and

processes to manage weaknesses while actively working to improve in these			
areas. Character and Conduct Displays passion and commitment for the educational process. Effectively manages stress levels. Influence Can readily articulate a recent learning experience that has			
impacted beliefs, values, attitudes or actions and therefore pedagogy.			
Previously agreed development actions.			1 2 3
	What activities are undertaken "over and above" what is expected.	What is the enhancing impact on colleagues, students, parents and/or Schools operation and reputation.	
The Heart of City Impact Church. What activities are undertaken "over and above" what is expected? Describe the impact of this.			1.
Key: Please tick one: 1. expectations. 3.	Exceeded expectations 2. Did not fully and consistently	Fully and consistently read meet expectations.	ched

24. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

Whilst we will be actively seeking to employ registered teachers, it is anticipated and planned that we will utilitise 1FTE position for non-registered teachers. This position will provide cover for specialised subjects, catering for an enriched learning experience for students. The experience and skills required will vary depending on the subject these non-registered teachers will cover, as outlined below.

Te Ao Maori Kaiako – Key competencies will be fluency in Te Reo Maori (oral and written), experience and expertise in this field, as well as a passion for the subject matter.

Pasifika – Key competencies will be fluency in a pacific language (oral and written), experience and expertise in this field, as well as a passion for the subject matter.

Music – Key competencies will be proven industry experience and expertise in this field. as well as a passion for the subject matter.

Food Technology – Key competencies will be proven industry experience and expertise in this field, as well as a passion for the subject matter.

Fabric Technology – Key competencies will be proven industry experience and expertise in this field, as well as a passion for the subject matter.

Visual Art – Key competencies will be proven industry experience and expertise in this field, as well as a passion for the subject matter.

Media Studies – Key competencies will be proven industry experience and expertise in this field, as well as a passion for the subject matter.

7 BUSINESS PLAN

25. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

a) Governance:

It is intended that the school will be operated as part of the existing charitable trust, to add comfort and support to funders, with a history of good stewardship and financial support of existing resources to demonstrate commitment to the ongoing operation of a partnership kura.

b) Management;

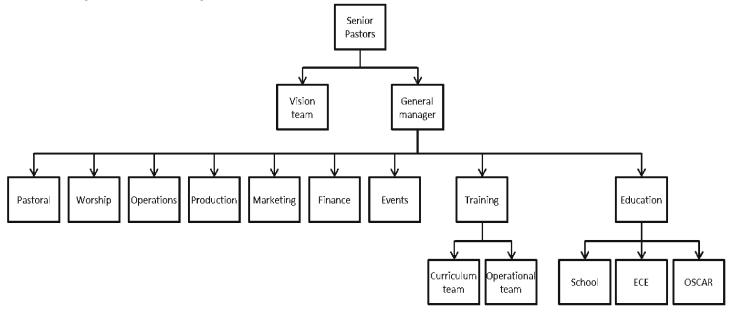
Trust governance: Each activity within the trust, including educational activities, operates as a separate division within the trust with its own management team answerable to the trust's executive management team (some of whom may also serve on the divisional team). Ultimately, the executive management team is answerable to the Trustees, who are the final authority on governance and risk.

School governance:

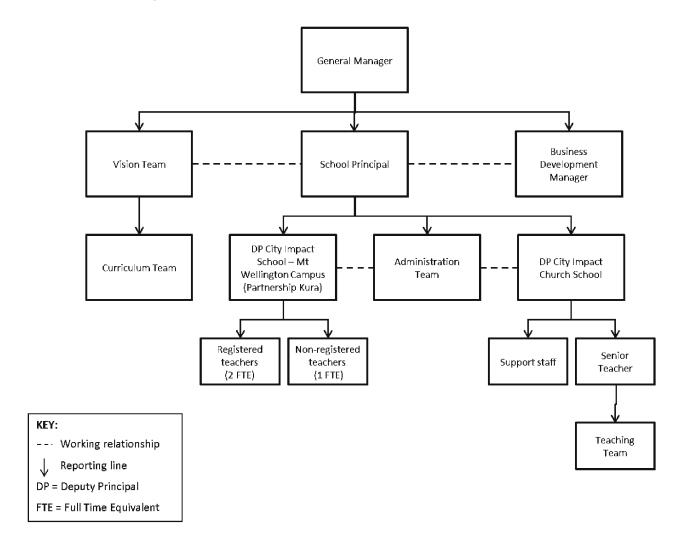
The school will have a management team of competent and qualified educators, led by the currently employed principal to manage the academic side of the school and meet all Ministry of Education and professional standards.

Financial: Existing financial systems such as budgetary and purchasing controls will be extended by the trust to the school, along with competent and professional staff to assist the school team.

Organisational Management Structure



School Management Structure



c) Administration; and

The trust's existing systems, such as Payroll and Purchasing, will be made available to the school and its staff. These systems are proven and form part of the annual external audit. Using the existing system will also give the school access to qualified and competent administration staff at no major additional cost and the school will benefit from the trust's existing purchasing power.

d) Subcontract arrangements (if applicable).

n/a

26. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

Parent/Whanau Hui – formalised face to face meetings that occur with each student, parents/whanau and homeroom teacher at the start of each year. Whilst these meetings primarily focus on the goals of the individual student, they also indirectly impact on the curriculum as a whole.

Parent/Whanau Evenings – these occur twice a year and are an opportunity for the School Governance to meet with whanau and provide updates in relation to goals set, as well as an opportunity for whanau to hear from the Teaching Team in a social manner. It is envisaged that these gatherings will provide the opportunity for informal dialogue/feedback/input from whanau for the school.

The school will operate on an open-door policy, and students, parents and whanau will be encouraged to meet with staff to discuss issues and provide input/expertise in an ongoing manner.

- 27. Provide two detailed implementation plans covering:
 - a) the period from gaining approval to the opening of the school.
 - b) The period from the opening of the school to the end of the first year.

These have been provided as Appendix 1 and Appendix 2

- 28. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components
 - a) Financial forecast (budget)
 - b) Balance sheet
 - c) Student Roll
 - d) Staffing levels

These have been provided as Appendix 3

- 29. Detail the amount and terms of 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) the relationship between the school and the funder.

It is not envisaged that any other funding will be required, but the trustees will, within the projected parameters, cover operational shortfalls or allocate capital expenditure to the existing facilities to ensure the school can operate as required.

The relationship between the school and the funder is that of Common trustees.

- 30. Outline 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 to operate the school.

The trust's existing financial software package will be extended to the school, in order to manage its finances, including purchasing controls within approved budgets and regular bank reconciliations. The school's budget process will form part of the trust's existing budget process, which requires budget submission and discussion in the preceding year.

Existing internal controls, especially over cash handling and stock, will also be extended to the school, and are subject to regular review. Finance staff, including Accounts Payable and Receivable, will be distinct from school staff and ensure separation of duties in the school's financial processes.

An annual external independent audit will be conducted on the trust and also on the school as a distinct division, for Ministry of Education funding requirements.

The trustees, after due consideration of all risks, will make known the operations of the school to the trust's independent insurance broker(s) who will advise the trustees on the appropriate types and levels of insurance cover to adequately ensure all known risk is covered. In most cases existing covers will simply need to be increased as the trust is already operating a school.

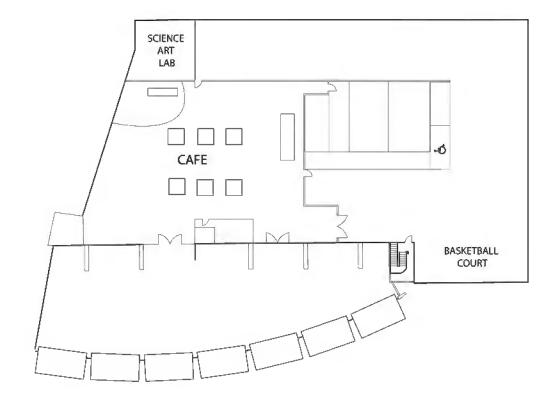
31. Outline your proposed facilities, including:

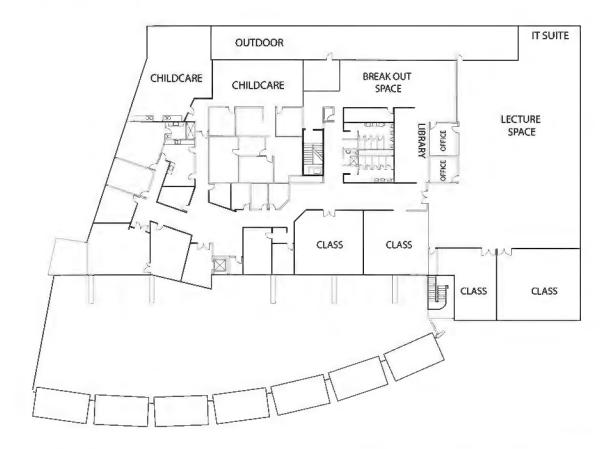
a) the type of property arrangement and the terms of the tenancy (if applicable);\

The trustees will agree to set aside designated areas of the property for ongoing and continued operations as a school for the period of any conditional grants, but will not bind the school, so as to allow it to move if it finds more appropriate premises in future. In return, the trustees will charge the school occupancy rental rates appropriate to recover property outgoings based on the area occupied. The trustees will agree to allow any occupancy charged to remain unpaid if the school is operating at a loss and such arrears rates can be considered loans until the school returns to profitability. This will ensure that occupancy rent is only paid out of surplus funds.

b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or

The site is excellent for a school and the area is not currently used during weekday school hours. It is close to main roads including arterial roads in the area. It is serviced by bus and train routes. Renovations will take place to ensure easier access to the school area and also to ensure that all Ministry of Education, Council and OSH requirements are met. Renovations will also take place to ensure that academic requirements (e.g. technology lab, IT suite) are met.





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

n/a

d) your financing plans for acquisition and renovation of a facility; and



Ministry of Education One-off Set-up Funding Grant and an additional commitment of up to by the trust for any alterations required (see trustee resolution attached).

 e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

The current site will accommodate growth to the maximum roll number of 100 students, but the school management and trustees will continue to monitor suitability and will investigate other options if any strain on facilities occurs due to growth.

As it is not foreseen that we will need to move premises, it is not envisaged that attracting additional staff will be a problem.

32. Explain 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.

The trustees have compliance and fiscal obligations to ensure that the facility that will house the school is maintained to all statutory and Council regulations. The trustees highly value the reputation of the organisation and, as with the existing school, believe that the 'look and feel' of the facility needs to reflect the values they espouse.

ART 2 - APPLICATION FORM PPLICANT NAME: CITY IMPACT SCHOOL – MOUNT WELLINGTON CAMPUS o this end, the facilities are maintained to a high standard and upgraded regularly. This same oproach will be extended to the school.		

8 OPERATIONS PLAN

- 33. Explain how the school will:
 - a) achieve the enrolment target you have projected in Q2.(v);

We are confident we will achieve our stated enrolment targets through already established connections and relationships with family/whanau within the community. We believe a core part of achieving these targets will be through word of mouth and the community connections of our 1500 Mt Wellington Church Campus members.

b) be publicised throughout the community, including any specific outreach activities or similar:

We plan to provide information in the form of a Prospectus to the local community via City Impact Community Trust and Mt Wellington City Impact Church. We also envisage holding an Information Hui on site and inviting the community, as well as connected community leaders, to attend and learn about what we are offering as a school, with secondary aim of promoting the school through their respective organisations.

c) target parents/family/whānau who may not be engaged in their child's learning;

We will target parent/family/whanau involvement through a Community Information Hui promoting the importance of being actively involved in their children's learning, and we will provide opportunities for them to do so. We will further build on our already established presence within the area as a church, and tap into the many community connections we have, from which we receive referrals for support. We will offer holistic support to parents and whanau, as well as students, to help them understand the value of the school's activities and the role they have to play in its continued growth.

d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

Mt Wellington City Impact Church has been working within the community since 2010. Through the City Impact Trust, the organisation has a number of existing collaborative relationships with locally-based community organisations, including the following:

Middlemore Hospital
Auckland Spinal Unit
Manukau Super Clinic
Botany Maternity Clinic
Glen Innes Family Centre
Grandparents Raising Grandchildren
Island Child Charitable Trust NZ
Otahahu Street clean up – 18 Streets
Pasifika Education Centre
Te Hononga O Tamaki Me Hoturoa
Social Worker – Fairburn School Otahuhu
Supporting Families in Mental Health
Barnardos
Single Parent Trust
He Mana to ia Tamaiti

Safer families Mental Health
Council Flats – Otara Court
Open Home Foundation
ATWC (The Anglican Trust for Women
and Children)
CYFS (Child, Youth and Family Services)
SWIS (Social Workers in Schools)
Family Works
Department of Corrections
Housing New Zealand
CADS (Community Alcohol and Drug
Services)
Genesis Youth Trust

The manner in which we have engaged in establishing and building these existing relationships will help with identifying and developing new ones that can be used to further increase awareness regarding the kura.

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

n/a

34. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

Our enrolment process will be modeled on our existing independent school's process, as this has proven to be successful for the ten years it has been in operation. This includes the development and use of a Prospectus and website inclusive of enrolment forms.

Enrolments will be accepted throughout the year, but to allow for a smooth and effective transition to occur, start dates will be set for the beginning of each term.

Interviews for all prospective students and their parents and whanau will occur in the term preceding the applicant's anticipated start date.

These interviews give an opportunity for City Impact School to outline key goals and expectations – including a commitment from students to actively participate in all aspects of the school while conducting themselves in a way that is in keeping with school policies. This hui/interview process is a crucial part of the enrolment process as it is imperative that parents/whanau are engaged from the start of their child(ren)'s learning journey with us.

Enrolments will be open to all, and processed accordingly as received, until the maximum roll is reached. First priority will be given to any applicant who is the sibling of a current student of the school; second priority will then be given to any applicant who is the sibling of a former student of the school; all other applicants will then qualify for third priority.

If there are more applicants in any of the priority groups than there are places available (e.g. five applications received when there are only three places available for the siblings of current students), selection within this priority group must be by ballot.

A ballot also allows for a waiting list to be created for the next round of applications.

35. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

Principles of respect and dignity are central to our teaching practice, and guide our actions with regard to the management of a student's behaviour. Discipline is not simply punishment for rule-breaking; it is training, or a process by which people learn what is acceptable, desirable and pleasant for all. Discipline is also encouraging an individual to be a positive influence in our society and is not done to a student, but rather for a student. Discipline is concerned with character as well as behaviour – students learn to act responsibly and be accountable for their own actions.

The school intentionally manages behaviour with a positive, proactive approach, which includes the establishment of firm boundaries. Expectations for standards of behaviour are clearly stated. It is one of our core beliefs that clearly and consistently expressed guidelines provides students with a sense of security, and minimise the occurrence of concerning behaviours.

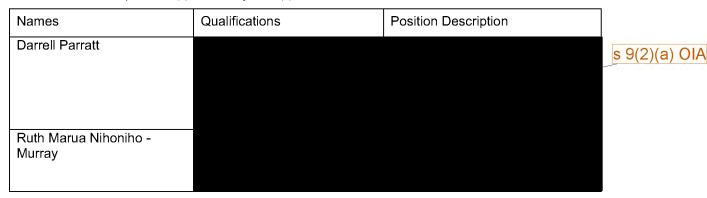
Types of behaviour that are not acceptable include: defiance, disruptive, threatening or violent behaviour, use of inappropriate language, stealing or intentionally damaging property (including graffiti and littering), possessing or using harmful substances (including tobacco, alcohol, harmful drugs etc), chewing gum.

Routines will be established and practised so that a calm classroom atmosphere is apparent. Each student will be treated with respect, tailoring discipline to meet their needs in a caring and loving way.

When behaviours of concern do arise, the staff will provide appropriate feedback to the student about why the behaviour is unacceptable, and guidance for appropriate actions or resolution. If the student's behaviour continues to be of concern, despite the staff's efforts, then the teacher will advise the student's parents and, where appropriate, a joint behaviour plan will be discussed between the school and parents. This plan will be tailored to each specific situation, and will be produced as soon as the situation requires. It will be documented, along with its outcomes, and other avenues to improve the situation will be explored, including further parental involvement, guidance and counselling for the student.

While the utmost effort will be made to rectify situations in which unacceptable behaviour has occurred, if there are unsatisfactory results from implemented plans, or action is required to ensure the safety of students and school staff, the principal may deem it appropriate to suspend, stand-down, exclude or expel the student. As such, steps will be taken in accordance with Section 158V of the Education Act 1989. There will be constant open communication with the student's parents/guardians, including the opportunity for feedback from the student(s) and parents/guardians affected. Ultimately a decision will be made based on all available information by an unbiased decision maker, who will be determined according to the situation. It will be ensured that all facts are taken into consideration, and there will be clear and succinct records made of the decision. The required notice to the Ministry of Education will be given (as per the Education Act 1989), and the resolution of the situation will be made in accordance to the Education Act 1989 and the Ministry of Education's 'Guidelines for principles and boards of trustees on stand-downs, suspensions, exclusions and expulsions'.

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



37. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

The following process is based on the effective model already used by HR in the employment of all other City Impact Education Personnel.

The position will be advertised through both external and internal mediums (primarily the Education Gazette/Christian Schools Network and Church notices).

Interviews will then be arranged by HR to be conducted by the Principal and a Vision Team Member.

Full reference checks by the Principal and HR will take place following these interviews, and select second interviews will occur, involving the Principal and a Vision Team Member.

Appointments will be made following this process in consultation with the Principal and the General Manager of City Impact Church.

A formal letter of offer, detailing employment conditions, job description, appropriate information, agreements and IRD information, will be forwarded to the successful candidate and completed prior to commencement of employment.

Full personnel records shall be kept safely and in line with Privacy Act and include:

- Formal application
- Documentation of qualifications
- Professional development and in-service record
- Personal information details sheet
- Relevant certificates
- Full agreement Schedules 1, 2, 3
- Performance appraisals and evaluation
- Disciplinary action notes

An induction process will be carried out, a copy of which will be held on the HR staff file. The salary will be appropriate to the qualifications and length of service.

38. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

A variety of professional backgrounds and depths of experience will be sought as there will be a blend of registered and non-registered teachers required to fulfil the mandate of the proposed partnership kura.

Registered teachers would be expected to operate within the full NZ Register Criteria and Code of Ethics. Ideally we would seek registered teachers with proven years of experience, with a preference for those who have worked with the identified priority learners – namely Maori and Pacfic.

Non-registered teachers will be specialists in their subject or industry and be able to demonstrate an ability to transfer their knowledge and skills into a teaching environment.

Personal qualities sought are those that would enable staff to work effectively towards the outworking of the overall vision, which include, but are not limited to: passionate, committed, strong work ethic, flexible, innovative, community-focused, relationship-inspired, honest, and trustworthy.

39. Outline the processes 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.

As part of the hiring process, Application Packs containing full job descriptions, an application form and, if required, police vetting forms are sent out to all interested and suitably qualified parties. A letter accompanies this, outlining form completion requirements and requesting a a Curriculum Vitae and summary of relevant qualifications.

All received applications are then reviewed and applicants shortlisted for first interview purposes. Any police vetting required (applicable for all non-Teacher Registered applicants) is processed by Human Resources. The results of police vetting will determine whether an applicant is able to proceed to the next round of the employment process.

Full reference checks will be completed by the Principal following first interviews and prior to second interviews. It is anticipated that through this thorough process, we will be able to confidently appoint educators and staff who will best serve the needs of students and the school as a whole.

A Police Vetting Register is maintained for all non-Teacher Registered Staff, and vetting forms are reprocessed every two years, in line with best practice.

40. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.

As an organisation, we have established Human Resource policies covering all aspects required of a good employer. These include policies and procedures that will be utilised in meeting all legal and

statutory obligations for employer-employee relationships.

Salaries will be set in line with the NZEI Collective Salary Agreement, and/or Industry Market rates, and be negotiated as part of an individual employment agreement. Hiring and dismissal will be in line with the Department of Labour Acts and the current policy provides a clear process for this.

41. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

City Impact's professional development, support and mentoring is monitored through an Appraisal System. All staff, including non-registered teachers, will be part of this system, which provides encouragement, identifies challenges, indicates areas of further study, and clearly outlines proven methods of curriculum delivery within the classroom. A further mentoring system that places a new staff member with an experienced member provides further on-going support.

Church leaders will invest in the faith aspect of the school, while other community members will further enhance the cultural significance of the school. Teachers at our established independent school also will be utilised in their areas of expertise to provide advice and guidance both academically and practically.

A spirit of unity, transparency and collegiality will be fostered within the school to create an environment that is successful for students and teachers alike. Individual teacher needs will be identified, and appropriate professional development will be provided individually and corporately to enhance teacher performance and the overall quality of the learning experience for students.

It is anticipated that all of the above practices and processes will contribute to a robust self-review culture that will be firmly embedded within the kura.

- 42. If you propose to use volunteers and/or contractors, outline:
 - a) the roles (where not disclosed in section 10(v) of this form);
 - b) how they will be identified, vetted and trained.

n/a

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

The school proposes to meet and maintain the required health and safety standards through utilising the established policy and procedures of our currently-operating independent school, contextualised to the Mt Wellington Campus. A sample of such a policy which would form part of the overall Health and Safety standards requirements is provided here.

Behaviour Management Policy

City Impact School's purpose is to enhance the development of students in all areas of Biblical belief, lifestyle, behaviour, character and habit. Each student is made in the image of God and is a unique individual. Opportunities will be provided for them to learn in a safe, challenging and encouraging environment. Living according to the Word of God means that principles of respect and dignity are central to City Impact School. The Bible instructs and guides us in ways that we are to behave towards each other.

The school will cultivate an environment of praise and encouragement for positive behaviour and students will know the acceptable limits and boundaries. Clear and consistently expressed guidelines will provide students with a sense of security and minimise the occurrence of concerning behaviours. The school will aim to foster and promote respect – for other students, for adults, for authority, for age, for property and for nature.

All students will be supervised, and through the teachers' training and experience, students will be encouraged to handle conflict in a Biblical manner. Our staff will seek to be good role models, exhibiting positive behaviour and speech at all times, towards each other and towards students. Behaviour management practices ensure that respect, dignity, and positive guidance are always demonstrated and promoted.

All students will be encouraged to behave appropriately at all times, recognising that 'children are children', and that they are growing in self-discipline and self-motivation, as well as learning the skills and techniques needed to cope with conflict. Inappropriate behaviour is dealt with immediately and with sensitivity. Serious breaches of behaviour will be referred to the Principal/Deputy. The school will acknowledge that intervention strategies are determined with regard for the developmental and individual needs of each student.

The following principles are inherent in our management of behaviour:

- Students need to know boundaries and are expected to exercise self-control.
- Right thinking leads to right behaviour. Having a student's mind and will submitted to the Word of God creates a peaceful life.
- Teachers are in a position of authority and students must accept their direction and guidance.
- The school ethos of acceptable behaviour is based on common sense, the principle of putting others before yourself and acceptable standards of behaviour.

It is important that young people learn to accept full responsibility for their actions, and realise that what they do affects other people, and can have either a positive or negative impact on the reputation of their family, school and church.

Our creed and school values will help students to identify with aspects of life that will guarantee character development. The school requests that each student:

- Has wholesome speech refraining from swearing, indecent language and 'put down' statements.
- Develops character traits such as courtesy, kindness, honesty and responsibility.
- Works diligently and with joy "as unto the Lord".

Students, who consistently clash with the above standards or are out of harmony with the school ideals, will be subject to proactive intervention.

The culture of clear, positive standards of conduct, good academic planning and close personal interest between teachers and students enables staff to develop students to their fullest potential.

Guidelines for behaviour:

- The school uniform is to be worn with pride clean and tidy.
- Chewing gum or bubble gum is not permitted.
- Weapons of any sort are not allowed at school. This includes knives, fireworks, matches etc...
- Graffiti or abuse of school property, or property belonging to others is prohibited.
- Students are banned from possessing or using tobacco, alcohol, harmful drugs or other substances
- Viewing and downloading offensive material is a very serious offence and will result in strong disciplinary action and immediate parental contact.

Disciplinary steps for inappropriate action may include:

- Classroom teacher intervention, such as a verbal warning.
- Separation within the classroom.
- Inter-teacher support including involvement of the principal.
- Withdrawal of privileges.
- Lunch time catch-up of work.
- Making restitution appropriate to the offence, e.g. Apology letter or replacement of property.

- Family conference.
- Individual contracts.

Positive incentives and rewards are used in recognition of students' self-governance and its outworking in their school life. Certificates of achievement will be given out at school assemblies to encourage individuals, but also as a means to maintain and build a positive school climate.

Injury and Accident Prevention Policy

Management and staff shall make every effort to ensure the safety of students and adults. The occupational safety/maintenance procedures ensure all safety hazards are identified and risks minimised. Equipment and buildings shall be checked on a regular basis, any potential areas of risk will be identified and a plan of action will be developed.

There will be a prompt and direct response to all needs. A staff member will hold a current first aid certificate and adequate first aid supplies will be provided on site. A record of accidents and the first aid treatment given will be kept.

Staff will scan all areas and endeavour to intervene to prevent accidents. There will be a safe supervision of students. When there is any bleeding involved in an accident, then gloves are to be worn. All used gloves will be disposed of appropriately.

If outside help is necessary, then the school will endeavour to inform the parents, discuss the help required and/or accompany the student to hospital / doctor's surgery. Contact details will be taken. If unable to contact parents, the school shall do what is in the best interest of the student.

Accidents to staff will be recorded in the church staff human resource files. In the event a staff member is injured in an accident, their emergency contacts will be informed immediately and appropriate medical advice and support will be given.

EMERGENCY PROCEDURES

The school is in liaison with the local Civil Defence authorities to become prepared for possible emergency situations, and they have been formally notified of our location and details. Staff shall review practices annually, to ensure familiarity.

FIRE EVACUATION

The current Fire Evacuation scheme will be updated to align with the new premises. The Fire Department will approve the school evacuation scheme. Clear notices and information will be displayed in key locations throughout the kura and there will be ongoing staff education to ensure that they are familiar with the protocol. Fire drills will be held once per term.

HAZARDS AND PRECAUTIONS

Equipment and our premises will be regularly checked for hazards to adults and students. A hazard identification and management system will also be in place with accident/incident records analysed, and appropriate action taken. All practical steps will be taken to eliminate, isolate and minimise hazards for the safety of all.

MAINTENANCE

The school will provide and maintain a safe and healthy environment for students and staff. The grounds, buildings and equipment will be kept in a clean, safe and hygienic condition.

The teachers will monitor ongoing maintenance and report items of note to the principal/deputy principal who will pass matters onto the appointed maintenance officer.

A hazards and maintenance form will be kept on site, so that hazards can be recorded and remedies actioned. Regular inspection will take place of the grounds, building and equipment for repair, maintenance and improvement. The kura will also consider any requirements of potential students

with special needs, and adaptations to grounds, buildings and equipment, as appropriate.

CLEANING

A cleaner will be employed to complete a thorough clean of the school premises on a daily basis. Responsibilities may include vacuuming, cleaning of bathrooms and kitchen areas, as well as general classroom cleanliness. This is evaluated on a regular basis.

As part of their role in maintaining a safe, appropriate and clean learning environment, staff and students will also be responsible for various cleaning tasks within their classrooms.

SMOKE / ALCOHOL / SUBSTANCE ABUSE FREE ENVIRONMENT

Smoking, alcohol and any illegal substance will not be permitted on the grounds of the school. The school will be subject to the 'No Smoking Policy' that operates within City Impact Church. This policy applies at all times within and out of normal school hours of operation. Staff will reinforce healthy lifestyle practices among the students and be positive role models.

MEDICATION

A Medication Register will be located on site. Medication will be administered to a student only at the request of a parent, who has given written authorisation in the medication register. Staff who administer the medication will note the time and sign the register accordingly.

All medicines will be stored according to the manufacturer's / doctor's instructions.

Medication will be held permanently on site for students who have specific action plans due to personal health needs.

II I NESS

The school will expect parents to consider carefully before sending an unwell child to attend school for the day. Students will not be able to attend if suffering from a contagious or infectious disease, or if displaying the following symptoms: vomiting, diarrhoea, sever colds, coughs, conjunctivitis, high temperature or unidentified rashes.

Parents will be required to collect their child from school if staff are concerned for a student's welfare. Staff will be concerned if a student is:

- So sick that he/she sleeps frequently.
- Has a fever
- Is very upset from discomfort
- May be infectious
- Needs constant one to one care.

When a parent or emergency contact is unavailable to collect the student, the staff member will isolate the student from other students.

HEALTH CHECKS

Auckland District Health Board will visit regularly to provide dental checks as well as hearing and vision testing in line with the Well Child Health goals. Following these visits, if any student needs treatment, notice will be given to the parents to contact and arrange for an appointment.

EMERGENCY CONTACTS

The kura will fully acknowledge the importance of maintaining correct information on file to enable the school to effectively contact parents if necessary.

If details change at any time, parents will be expected to notify the school so that enrolment details can be updated.

Should a custody order be in place, the parent is requested to provide a copy to the school immediately. The school will abide by what is outlined within the custodial document at all times.

APPLICANT NAME: CITY IMPACT SCHOOL - MOUNT WELLINGTON CAMPUS

ABSENCES

Students in Years 7 - 10 will be required to be at school by 9.15 a.m. on a Monday and by 8.45 a.m. Tuesday through to Friday.

If a student arrives late they will be required to go to the administrator's office to register their arrival in the Student Tracking book. Students will be given a signed slip to hand on to their classroom teacher. This is not a punitive system but a system designed to increase safety. The ideal situation is that students are settled into class before it starts.

Parents will phone the school when their son or daughter is absent. This should happen by 9.00 a.m. of the morning that the child is away. Alternatively, parents can e-mail the school administrator or principal and the classroom teacher to notify an absence.

If a parent collects their child(ren) during the school day, they will need to make record of this in the Student Tracking book. If returning their child(ren) back to school, the parent signs them in. Alternatively an e-mail or phone call is acceptable.

SUPERVISION OF STUDENTS AT BREAK TIMES

A staff member is always on duty throughout each scheduled break.

For safety reasons, parents will need to inform the teachers of any food allergies their child experiences.

Staff on duty will also ensure that students remain within the designated boundary areas and regularly patrol all sections of the playground.

SUN PROTECTION

The school intends to keep students and staff protected from the dangers of over-exposure to the sun, instilling sensible attitudes to sun protection. During Terms One and Four, in particular, students are expected to wear hats. Students will also be encouraged to apply sunscreen and wear sunglasses.

During Terms Two and Three, students are encouraged not to wear hats or sunscreen and play / relax in open areas as it is beneficial for them to actively enjoy the winter sun as much as possible.

The school will incorporate sun-skin protection awareness within everyday routines.

EDUCATION OUTSIDE OF THE CLASSROOM

The school acknowledges that outings and excursions are important learning experiences for students. These can enrich the investigation of topics of interest, as well as opening up new experiences for students.

Within the guidelines provided by the Ministry, ratios shall be determined according to the nature of any risk factors. In some circumstances (such as a beach excursion) a higher than usual ratio may be required, and parental help sought. Consideration will be given to the age and nature of the students participating as well as the skill levels of adults involved.

Within the standard enrolment form, parents give their signed permission for their children to participate in school excursions. For significant off-site trips, excluding regular sports commitments, parents will be requested to provide written permission for the specific excursion.

For excursions that require the use of motor vehicles, staff shall ensure that traffic regulations with regard to restraints are complied with at all times.

If adult-child ratios are not of an acceptable standard, the excursion shall not be allowed to proceed, as the safety of students must be the school's paramount priority.

9 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

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 consider are required 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.

10 Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A/R/C)	Subject	Comment
1			
2			

11 Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants]	agree / disagree
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 / disagree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	agree / disagree
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 parts 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 Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	agree / disagree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and	agree / disagree

	conditions.	
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 Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree / disagree
Ethics:	The Applicant warrants that in submitting this Application it has not: entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor 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). 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.	agree / disagree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree / disagree
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 / disagree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree / disagree
Declaration:	The Applicant declares that in preparing this Application it: has provided complete and accurate information in all parts of the Application, in all	agree / disagree

	material respects			
	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.			
	The Applicant understands that should it be successful in being awarded a contract with the Crown 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.			
DECLARATION				
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.				
This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.				
Signature:				
Full name:				
Title / position:				
Date:				

12 Applicant Check List

The checklist is included for your reference only.

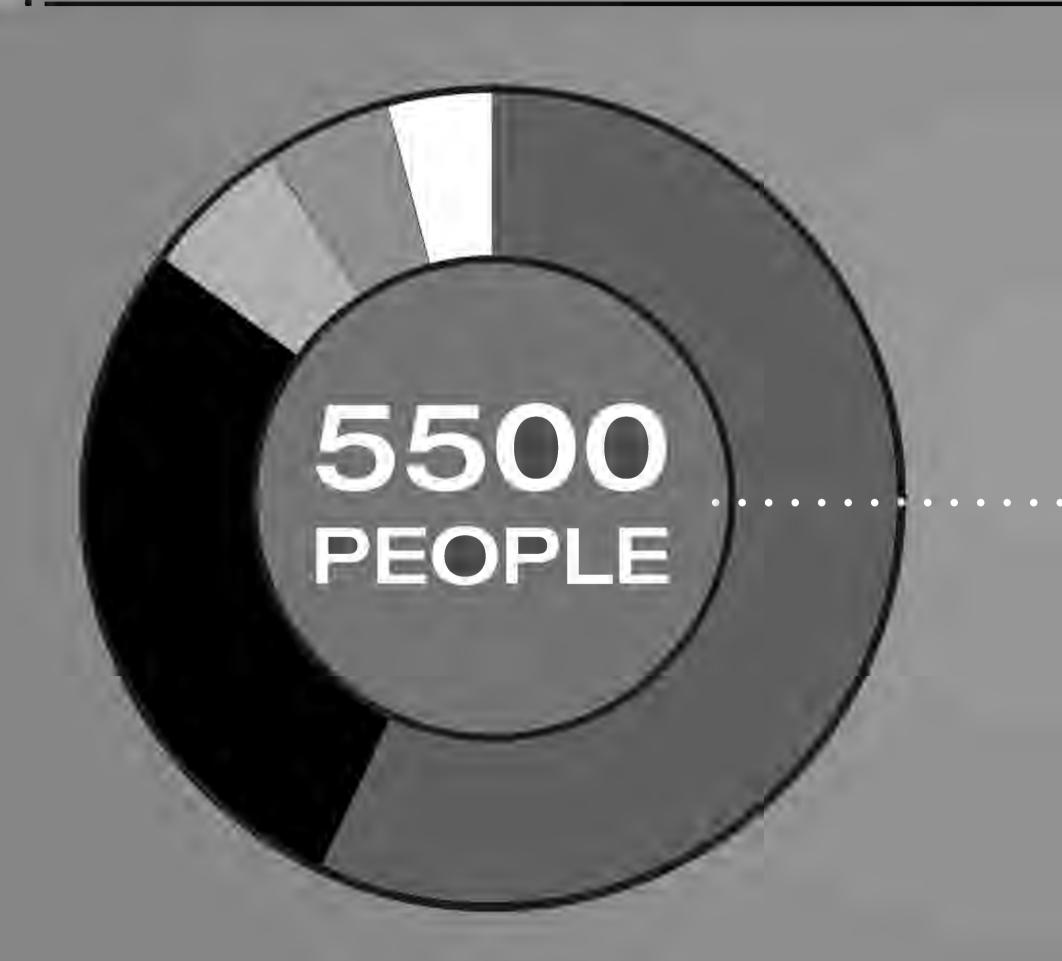
Action Required			Done
1.	Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014		
2.	Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		
3.	Complete all required sections of the application.		
4.	Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		
		Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
		One paper copy of the Excel spreadsheet containing your commercial information/financial details	
		One CD Rom or memory stick containing an electronic copy of all of the sections of your application	



City Impact Church Annual General Meeting

CITY IMPACT CHURCH SERVICES

2013 CITYIMPACTCHURCH.COM



CONGREGATION SIZE



MT WELLINGTON 28%

QUEENSTOWN 6%

INVERCARGILL 5%



CITY IMPACT CHURCH THE EASTER EVENT

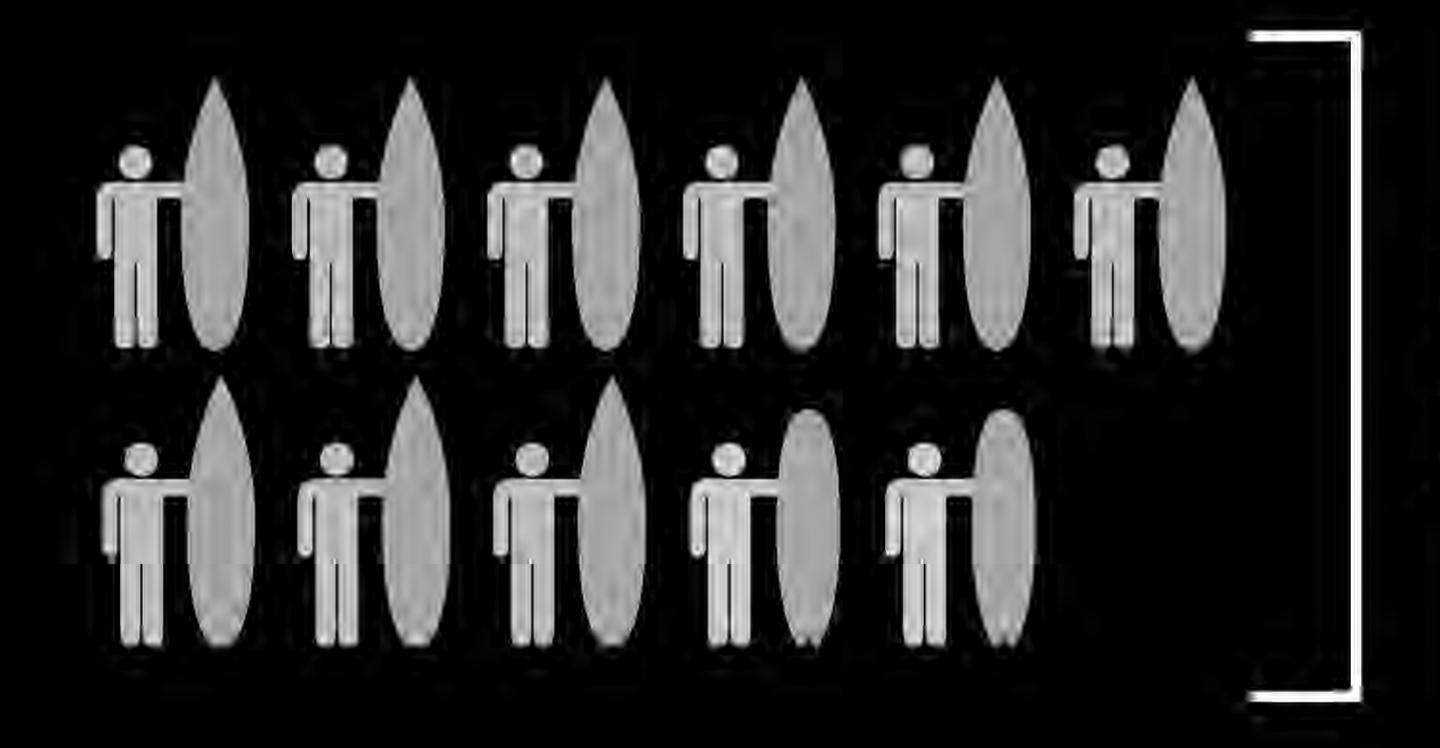
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THE EASTER EVENT ATTENDANCE



CITY IMPACT CHURCH SUMMER IMPACT

2013 CITYIMPACTCHURCH.COM





CITY IMPACT CHURCH SUMMER IMPACT

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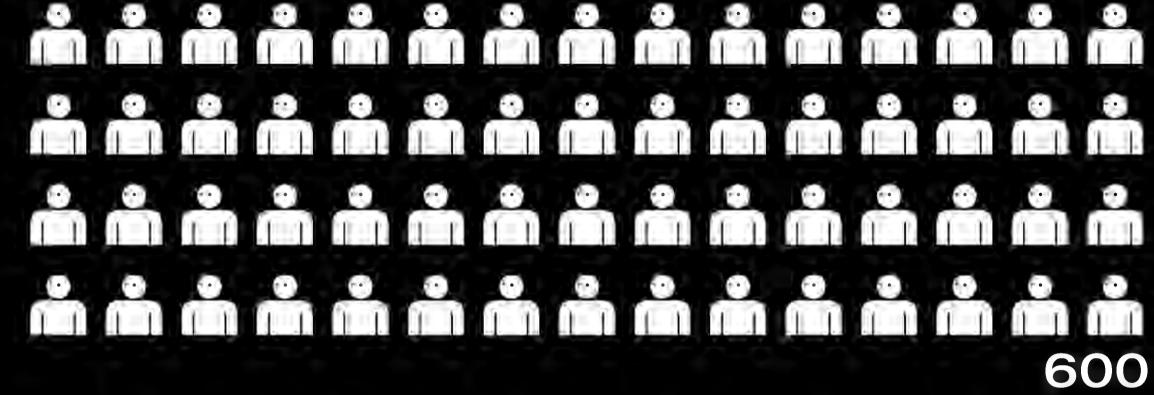
VOLUNTEERS

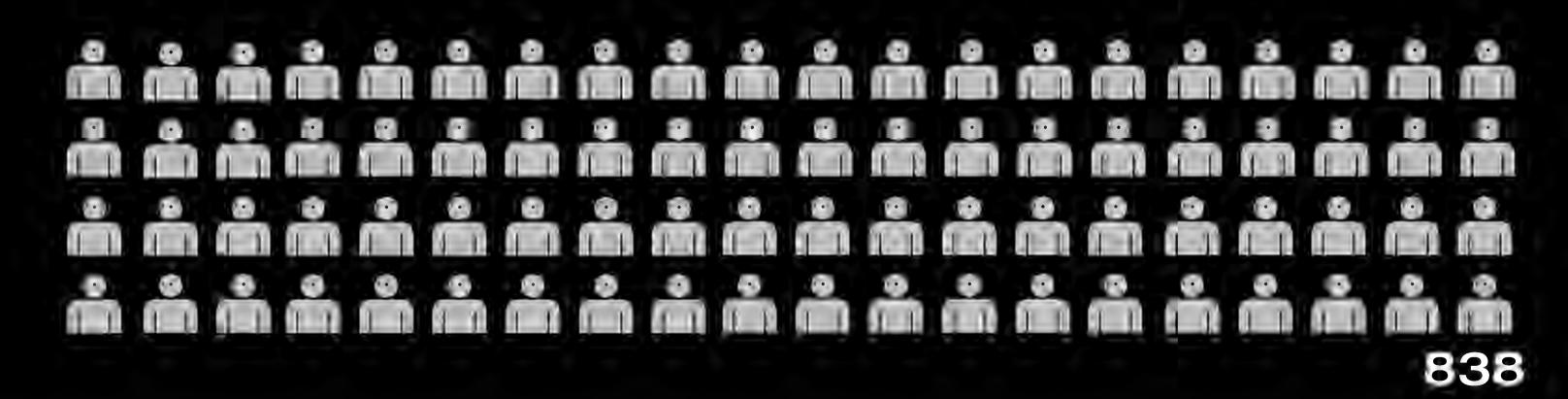
2012

203

2013







CITY IMPACT CHURCH TEAM INVOLVEMENT

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MINISTRY TEAM INVOLVEMENT



895



CITY IMPACT CHURCH MINISTRY TEAMS

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MINISTRY TEAM INVOLVEMENT

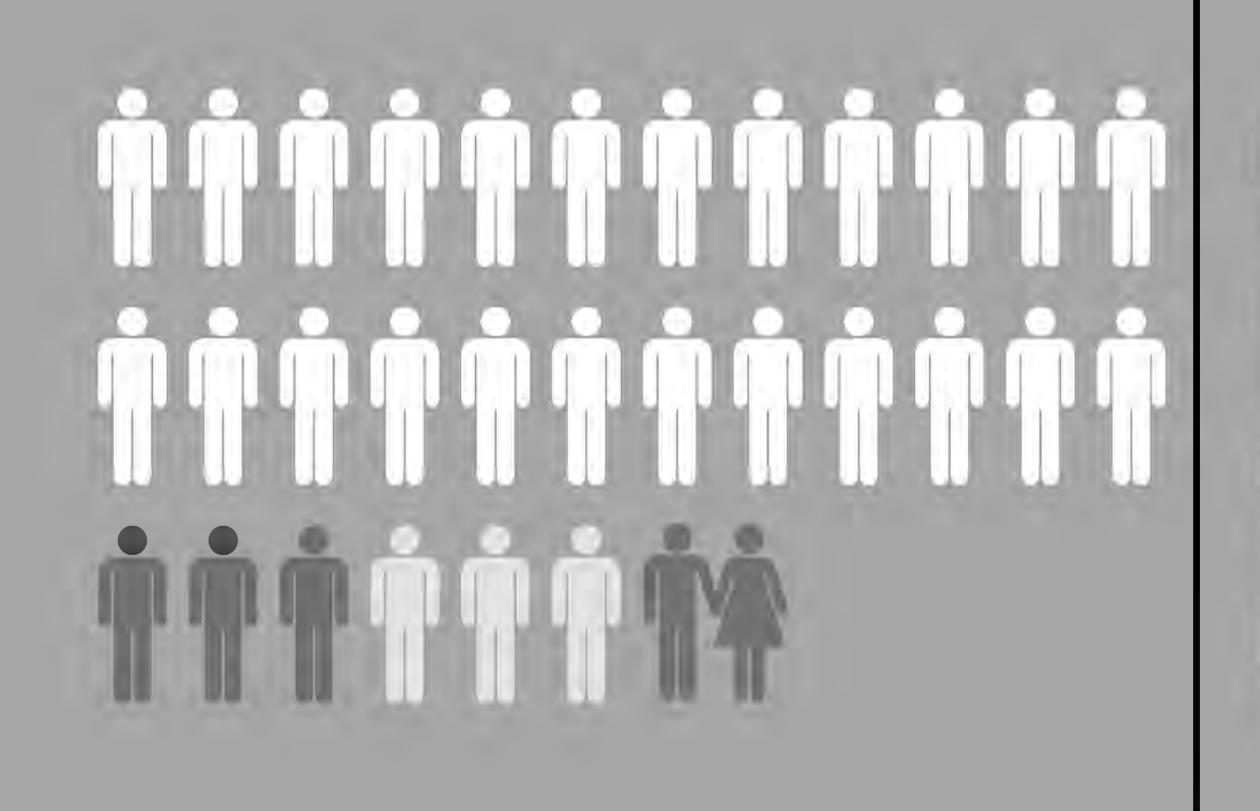


- PRODUCTION: 15%
 - YOUTH TEAM: 7%
- TRAINING: 6%
- OPERATIONS: 30%
- KIDS MINISTRY: 14%
- WORSHIP: 9%
- AREA IMPACT: 11%
- WARRIORS: 12%
- SUNDAY +1: 7%

s 9(2)(a) OIA

CITY IMPACT CHURCH FAMILIES

2013 CITYIMPACTCHURCH.COM





22 COUPLES MARRIED

s 9(2)(a) OIA

COMMUNITY IMPACT

2013 CITYIMPACTCHURCH.COM

COMMUNITY IMPACT DAYS:

AUCKLAND

OUTH ISLAND





DAYS OVER THE COURSE OF THE YEAR



12

DAYS OVER THE COURSE OF THE YEAR

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AUCKLAND



155

HOMES IMPACTED

OUTH ISLAND



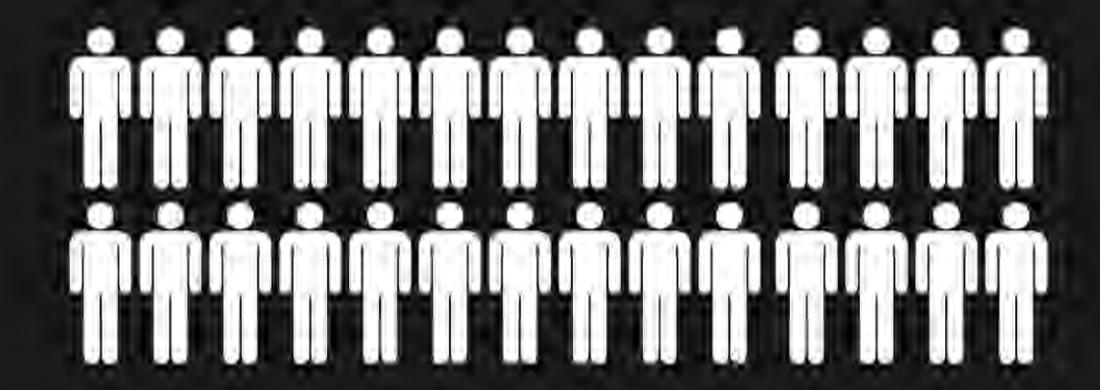
109

HOMES IMPACTED

2013 CITYIMPACTCHURCH.COM

AUCKLAND





2170

VOLUNTEERS SERVING
COMMUNITY IMPACT DAYS 2013

429

VOLUNTEERS SERVING
COMMUNITY IMPACT DAYS 2013

2013 CITYIMPACTCHURCH.COM

TIME SERVED:

AUCKLAND

OUTH ISLAND





8680

VOLUNTEER HOURS DURING COMMUNITY IMPACT DAYS 2013

1882

VOLUNTEER HOURS DURING COMMUNITY IMPACT DAYS 2013

2013 CITYIMPACTCHURCH.COM

CHRISTMAS BOXES DELIVERED:



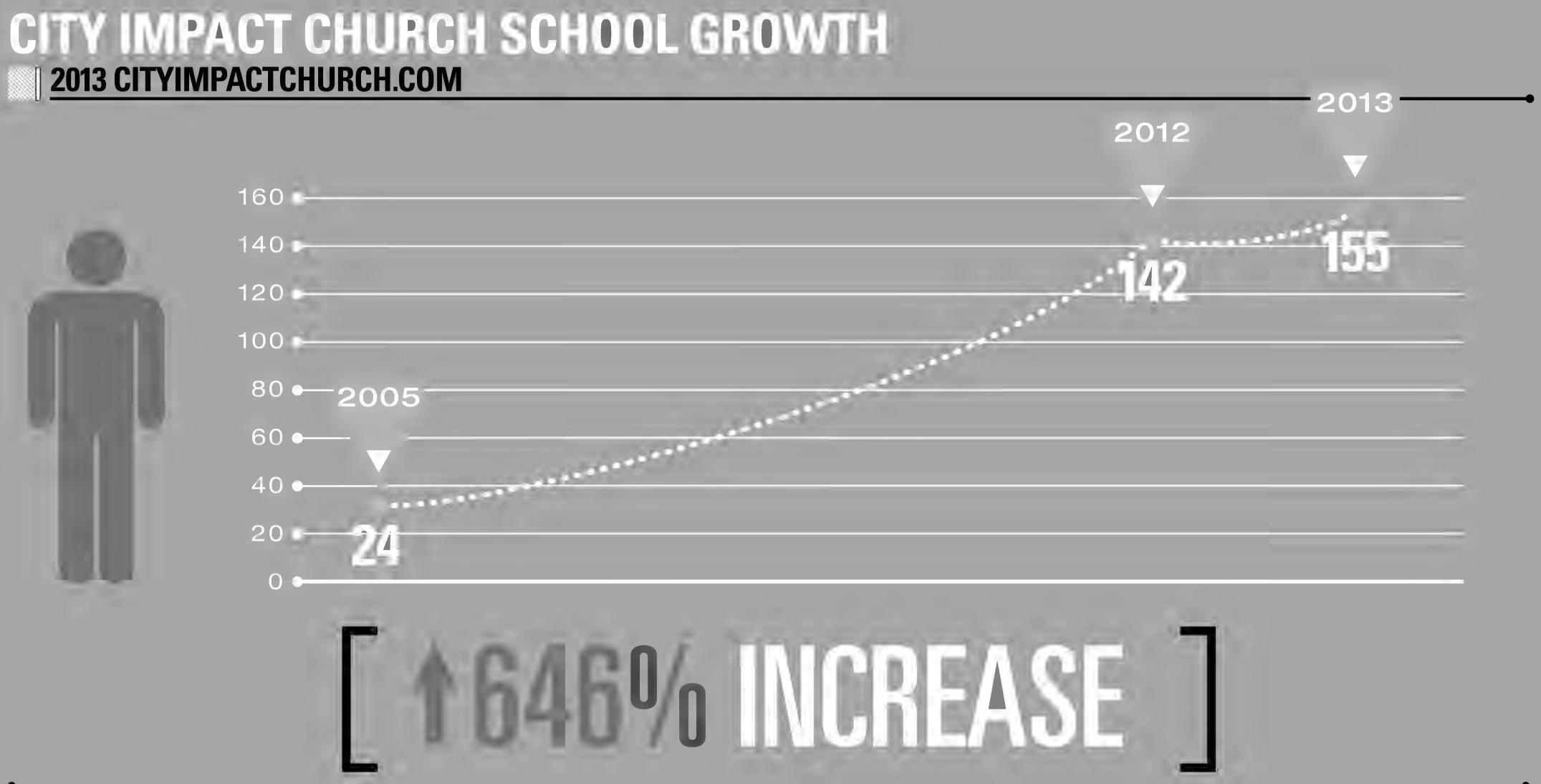
1962 PEOPLE IMPACTED

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CITY IMPACT CHURCH EARLY CHILDHOOD GROWTH

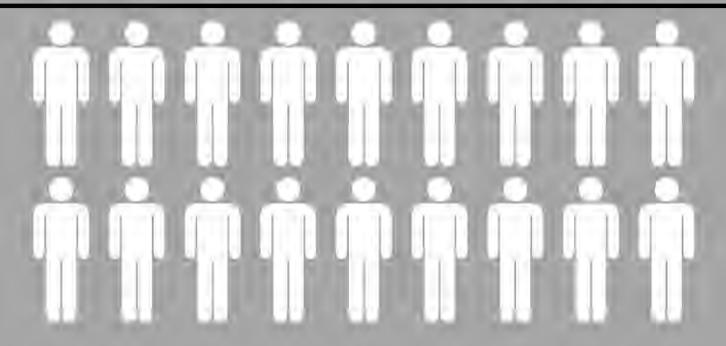
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CITY IMPACT CHURCH SCHOOL EXAMS

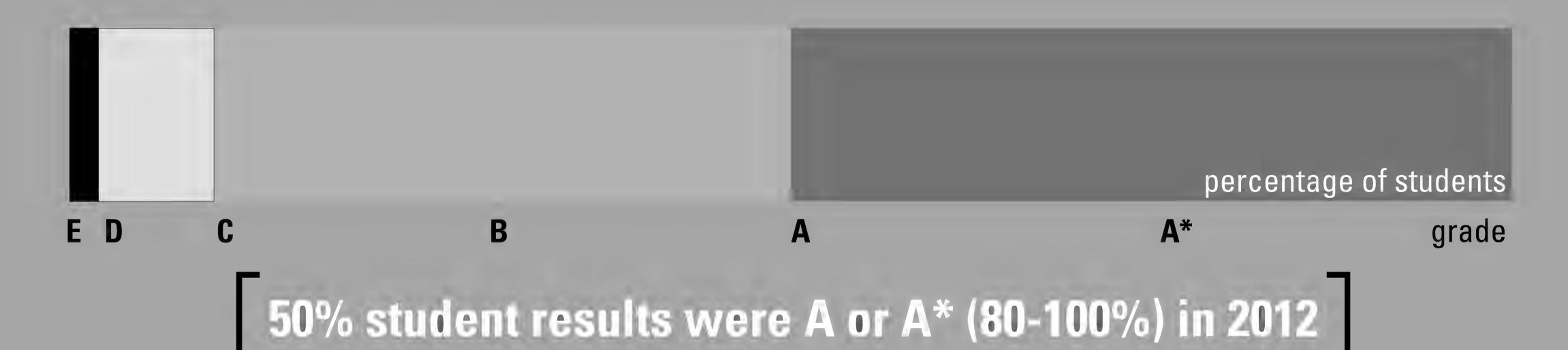
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9 YEAR 11 STUDENTS

9 YEAR 12 STUDENTS

SAT CAMBRIDGE EXAMS





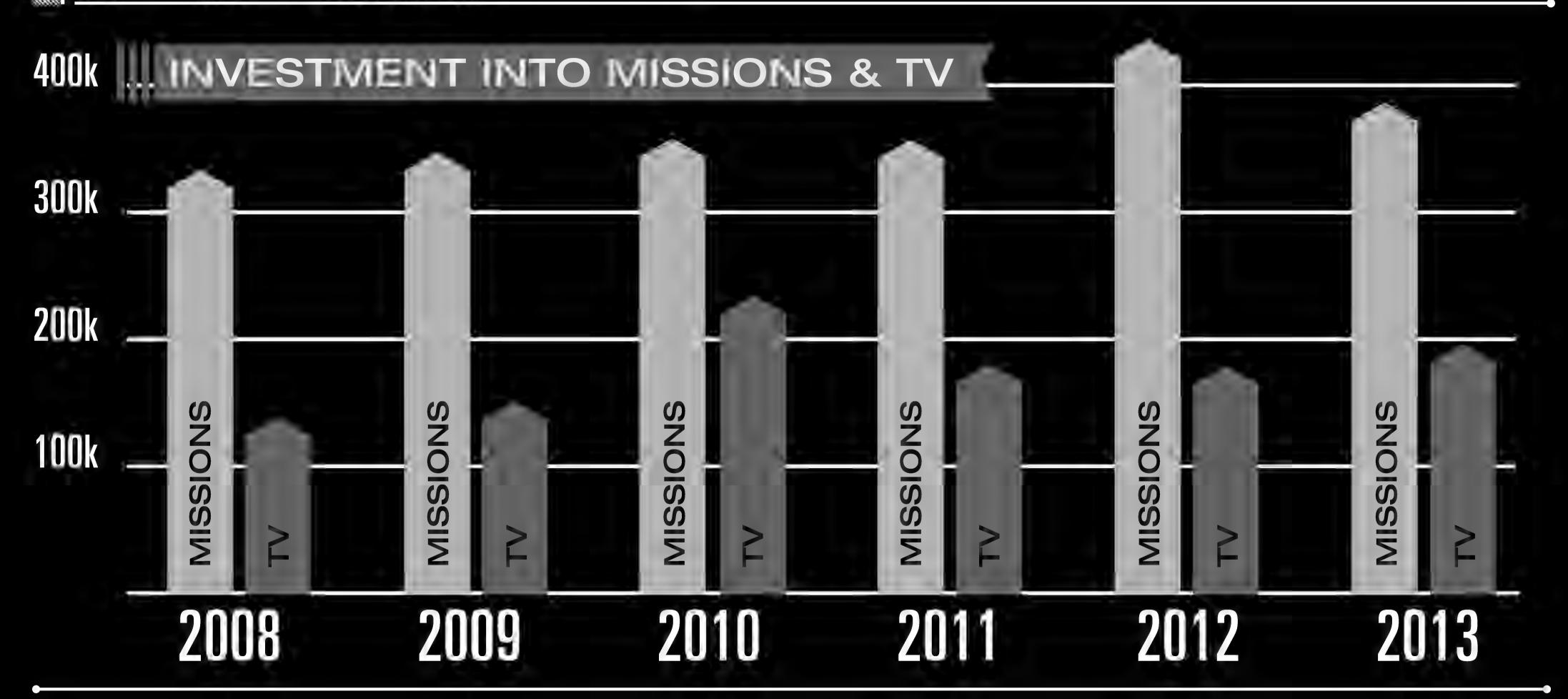
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INCOME BREAKDOWN



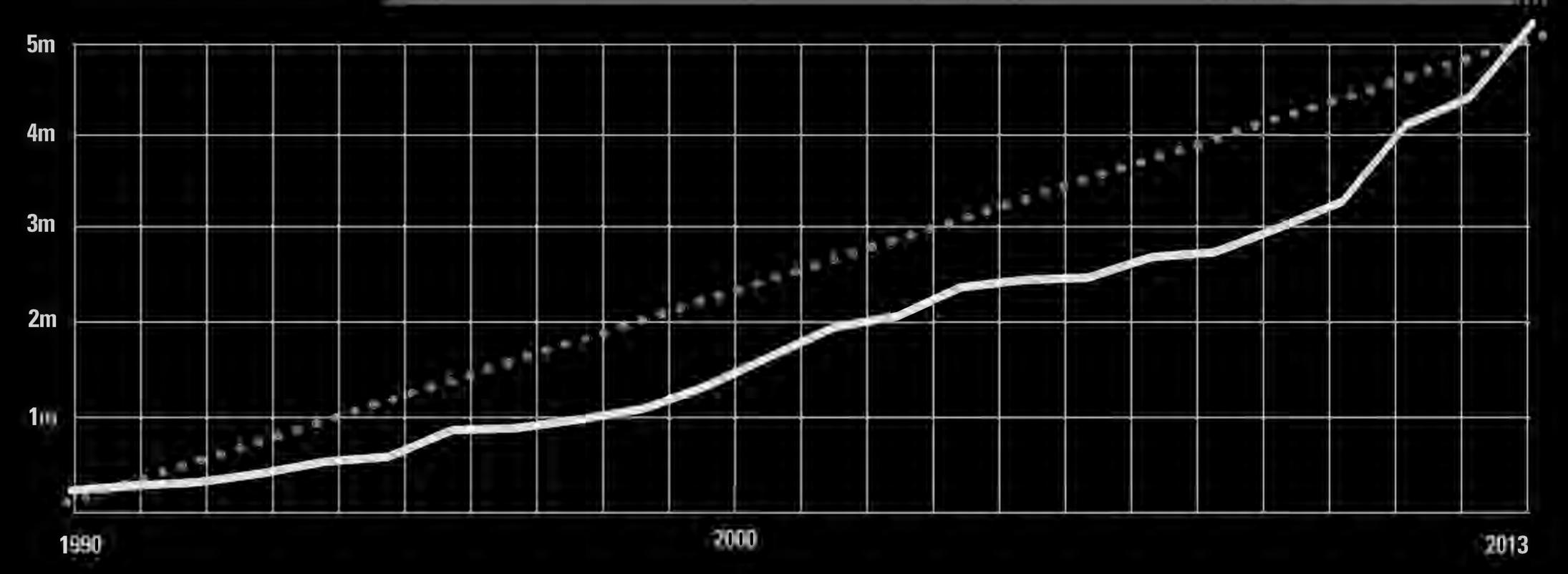
- TITHE 80%
- SACRIFICIAL 13%
- MISSIONS 3%
- MASTER BUILDER 4%

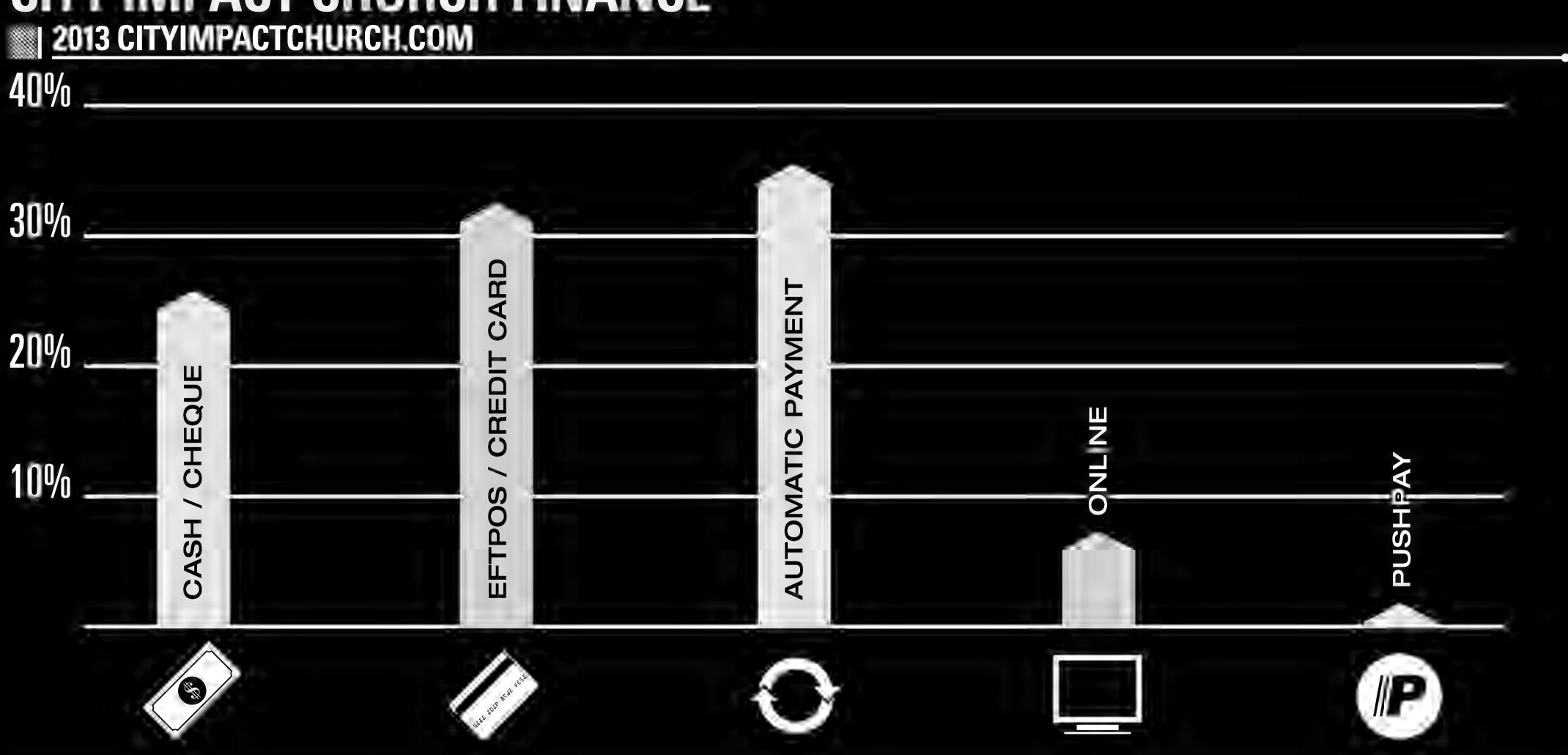
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2013 CITYIMPACTCHURCH.COM

AMOUNT OF COUNTRIES IMPACT FOR LIFE IS BROADCASTED

136



MPACT FOR LIFE

ONLINE VIDEOS



33,200 VIMEO VIEWS

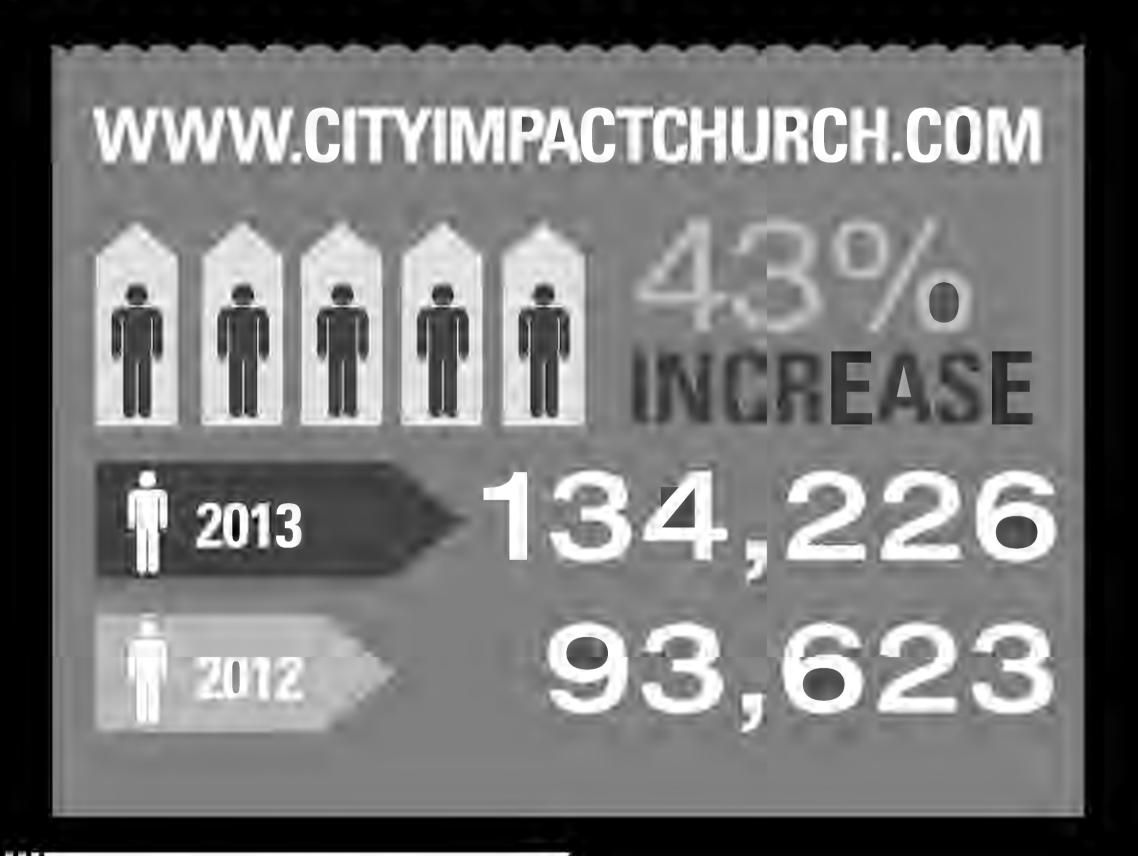
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VISITORS TO CITYIMPACTCHURCH.COM



ACTIVE VISITORS

2013 CITYIMPACTCHURCH.COM







WEBSITE VIEWS

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City Impact Church School (Secondary) Private School Education Review

- 1 Background
- 2 Criteria for Registration
- 3 Other Statutory Obligations
- 4 Conclusion
- About the School

Disclaimer

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1 Background

Private School Review Report:City Impact Church School (Secondary)
The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Under section 35I of the Education Act 1989, the Education Review Office (ERO) is required to review a private school between 6 and 12 months after it has been provisionally registered, and to report to the Ministry of Education for the Secretary of Education to consider full registration.

This ERO review follows the provisional registration of the school by the Ministry of Education in February 2010, and focuses on the extent to which the school now meets the criteria for full registration as a private school.

This review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

2 Criteria for Registration

City Impact Church School (Secondary) provides suitable premises, staffing, equipment and curriculum. The nine students enrolled in Year 9 are the foundation pupils of this new secondary school located on the premises of City Impact Church on the North Shore. The campus already includes a primary school and two early childhood centres.

Students are provided with a very good standard of tuition. Due to the small numbers currently, Year 8 and 9 students are grouped together as one composite class. The school's special character provides them with a wide variety of opportunities to develop and express their confidence as learners, and as leaders in their church and its community. The church premises provide ample scope for the growth of the secondary school. The school is well equipped and the church's substantial facilities are available for student and staff use. Curriculum programmes make good use of the state-of-the-art auditorium, multi-media, studio and stage facilities. Classrooms are attractive, suitable for purpose and will provide adequately for a growing secondary school roll.

Students make use of the junior school campus, the science laboratory, a dance studio and an outdoor grassed area for sport and play. Nearby community facilities are used as needed. As the school grows, the provision of an on-site library facility would be appropriate to support students' learning, research and enjoyment of reading across the curriculum. Science facilities may need to be reviewed as the school grows and programmes become more specialised.

Students are confident, engaged and articulate. They demonstrate maturity, responsibility and pride in their school. The curriculum provides students with a broad academic programme that has its foundations in faith and is supported by a Biblical world view. Community service and leadership are strong and impressive features of the programme. The curriculum is tailored to meet the needs of individual students and is focused on the holistic development of each child. The principal and staff are committed to the recognition of the talents and needs of each child as the school roll grows.

The New Zealand Curriculum, including the key competencies and essential skills, is used to complement the school's biblically-based programme. This should provide appropriate pathways for students to progress to qualifications programmes and National Certificates of Educational Achievement (NCEA) from Year 10.

Curriculum programmes are well documented for the current academic year and lesson planning is comprehensive. Parents are consulted and kept well informed about developments in the school. However, an outline of the planned, staged growth of the secondary school is yet to be documented by the principal and the Vision Team. The challenge now is to document the team's strategic thinking in a cohesive plan for the future. Such a plan has the potential to provide a clear map to guide curriculum, staffing and

resource decision-making as the school grows to encompass senior secondary courses and qualifications.

Five teaching staff and an itinerant music teacher provide specialist and general programmes for Year 8 and 9 students. Each brings a variety of curriculum background and experience to the classroom. Māori, geography, science and the visual and performing arts are also included in a programme that focuses on literacy and numeracy skill development. The school is well-managed and high expectations of staff reflect the governing body's commitment to team work, discipleship, innovative practice and a focus on positive teaching and learning relationships. All teachers are appropriately registered with the New Zealand Teachers' Council (NZTC) and good systems are documented for the management of staff professional development and appraisal.

Students' learning is well supported by strong home-school partnerships. An emphasis on the importance of family is reflected in parental involvement in three-way learning and goal-setting conferences, frequent parent-teacher meetings and attendance at numerous school performances and celebrations. Student mentoring and counselling is provided by staff under the guidance of the principal and the Church.

3 Other Statutory Obligations

There are good systems in place for the school's governing body to be assured that statutory obligations are met.

4 Conclusion

On the basis of information obtained during the review, the Education Review Office considers that City Impact Church School (Secondary) meets the criteria for registration as a private school set out in the Education Act 1989.

Richard Thornton National Manager Review Services Northern Region

About the School

Location Browns Bay, North Shore, Auckland

Ministry of Education profile number 617

School type Private, Secondary (Years 9 – 15)

Numbers of teachers 5

School roll 9

Ethnic composition New Zealand Pākeha 5

Māori 1 Other 3

Gender composition Boys 5

Girls 4

Review team on site November 2010

Date of this report 7 February 2011

Previous ERO reports This is the first report for the City Impact Church

(Secondary) School