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

Part Two - Application Form

Submitted By:
Creators Collaborative Trust
EPIC Academy

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CLOSE DATE	11 March 2014 12:00 pm

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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:	Rick Fourie			
Position:	Chairperson – Foundational Trustee			
Phone number:				
Mobile number:				
Email address:				
Is the contact person authorised to negotiate?	Yes	YES	No	

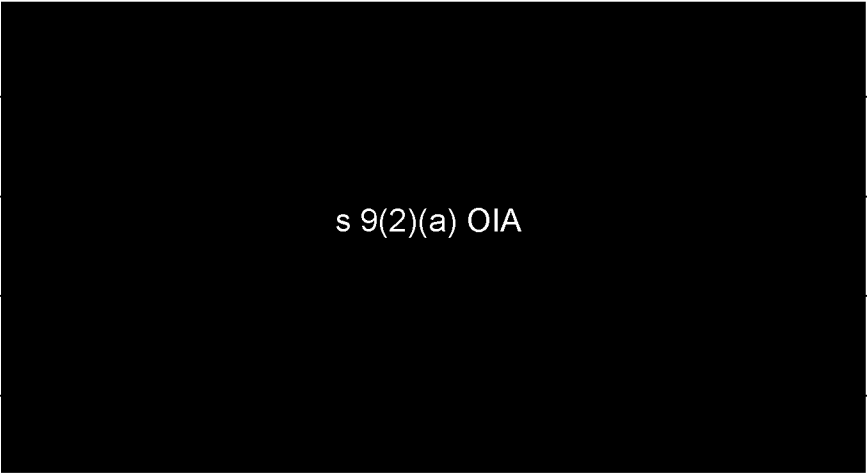
ii. Sponsor Organisation

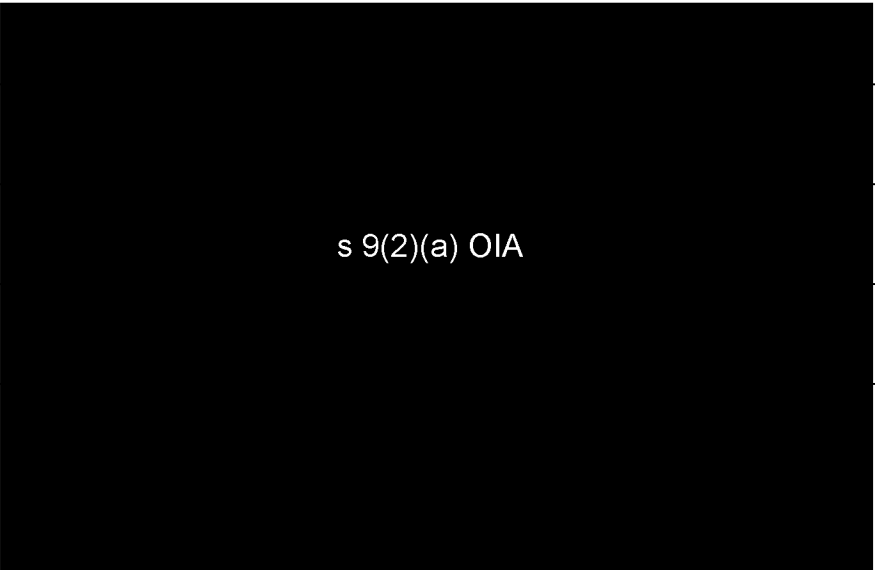
Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	Creators Collaborative Trust	
Trading name: (if different)	EPIC Academy	
Name of parent organisation:	**Stand alone trust founded by trustees from 3 separate trusts	
Physical address:	85 Forest Lake Road, Hamilton, New Zealand	
Postal address:	85 Forest Lake Road, Hamilton, New Zealand	
Website:	N/A	
Location of head office:	Hamilton	
Type of entity (legal status):	Trust	
Registered Charity	To be registered if successful	
Charity (or) Company registration #:	To be registered if successful	
Country of residence:	NZ	Other _____

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:	 s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2009 - Present

Referee #2	
Name of organisation:	 s 9(2)(a) OIA
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2010 to present day.

Referee #3	
Name of organisation:	<div style="background-color: black; color: white; text-align: center; padding: 20px;"> s 9(2)(a) OIA </div>
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	<i>Started 1994 and is ongoing</i>
Referee #4	
Name of organisation:	<div style="background-color: black; color: white; text-align: center; padding: 20px;"> s 9(2)(a) OIA </div>
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	<i>Started 1994 and is ongoing</i>

2 Applicant Profile

iv. Applicant Organisation

- a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

Yes.

From the body of the report;

"For the purpose of the Partnership School proposal we saw it of particular importance to establish a new trust, governed by influential community leaders who have extensive experience in providing education and welfare for low-socio economic families.

Creators Educational Trust (Rick Fourie) has partnered with Life Community Services (Jane Bisset, CEO), Joe Graham (National Youth Manager, Te Wānanga o Aōtearōa) and Paul Wood (ex-Principal Melville High School, currently an Education Consultant) to create an aspirational proposal that will implement a high-quality educational programme.

If this application is successful the above-mentioned members propose to establish a new charitable trust called Creators Collaborative Trust. The trust will be the sponsor for the school, which has been provisionally called EPIC Academy. Detailed answers to the questions below have been answered for both Creators Educational Trust as well as Life Community Services who will be the main partners in the proposal."

- 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

v. Overview of Applicant's organisation Creators Educational Trust in conjunction with Life Community Services

Type of organisation:	Creators Educational Trust is a charitable trust that specialises in the delivery of educational programmes for young New Zealanders	Life Community Services is a Charitable Trust that specialises in the delivery of Incredible Years Parenting programs and other related programmes
Year established:	1996	2011
History:	<p>Trust was largely dormant until 2008 when Rick Fourie became involved. In 2008 the Trust established 3 OSCAR programmes in Frankton, Hamilton.</p> <p>In 2010 Creators Christian Childcare Centre was founded</p> <p>In 2011 two more OSCAR locations were added (Rotokauri, Hautapu)</p> <p>In 2012 Creators@Home Home-based</p>	<p>Life Community Services grew from Jane's vision to provide quality educational services for free to families in her community.</p> <p>With a great team I set up this agency to meet these needs and we now serve the region as well as our city.</p>

	Childcare was established	
Summary of experience relevant to your application to operate a Partnership Kura:	Early Childhood Centre catering for 90 families Home-based Early Childhood Service catering for 35 families OSCAR programmes at 3 different locations catering for 100 families	Delivery of Incredible Years Parenting Programme Delivery of Friends for life Courses Delivery of Literacy Coaching Delivery of Rock and Water course Delivery of Parent Coaching
Total number of staff in NZ:	35	12
Number of locations in NZ:	Operate in Hamilton, Rotokauri and Hautapu	Operates out of offices in Nawton, Hamilton
Overseas locations:	N/A	N/A

vi. Current business commitments

Business activities:	Operate ECE centre in Forest Lake as a going concern Operate Home-based Service as a going concern Operate 6 OSCAR programmes as a going concern	Operates offices in Nawton Rd, Hamilton Delivers programmes mentioned above
Other Contracts with government	Contract with MOE to deliver Centre-based and Home-based ECE services Contract with MSD to deliver 6 OSCAR programmes	Contracts with MSD to deliver social services, in particular with CYFs Care and Protection Panel Contracts with MOE to deliver Incredible Years Parenting programmes

vii. Probity

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

viii. Proposed Subcontractors

Sub-contractor #1

Sub-contractor name:	**Individuals that will be identified with relevant skill to supplement the teaching curriculum	
Address:	N/A	
Specialisation:	Art/Media Art/ICT/ Trades and other subject ranges as required	
Describe the deliverables the sub-contractor will be responsible for:	As outlined in our application, specialist contractors will work alongside our teachers to deliver a high quality curriculum. Instead of employing them as staff of the school we feel it would be more appropriate to pay them as independent contractors	

ix. Financial Information

Current financial status:	s 9(2)(b)(ii) OIA				
Gross revenue:					
Net profit (surplus) and Net Assets:					
Last audited financial accounts:	insert date of last audited financial accounts				31 March 2013
Copy of latest audited accounts attached?	Yes	YES	No		YES
Copy of latest annual report attached?	Yes	YES	No		YES
Is organisation in dispute with any trade union?	Yes		No	NO	NO

***Please note 'Bridges Youth Services Trust' was trust previous name. Trust name now changed to Creators Educational Trust*

2 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.

x. School Location

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

Enter the address / location of your proposed Partnership Kura.	<div>Hamilton</div> <div>(Location to be confirmed)</div>
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	NO

xi. Year Groups

Stage 1 – Year 0 to Year 6

Progressively grow over the next 6 years to serve Year 0 to Year 13

*including a ECE service on Campus to eventually serve 0 – 18 year olds

xii. 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.

Based on full roll of 560 and 75% of learners coming from priority groups. Total Children given here from Low SES backgrounds are based on Non-Māori and Pasifika students

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
245	30	145	20

xiii. 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
1	15	25	67%	35	40%	45	29%	45	0
2	15	25	67%	35	40%	45	29%	45	0
3	15	25	67%	35	40%	45	29%	45	0
4	10	25	150%	35	49%	45	29%	45	0
5	10	15	50%	35	133%	45	29%	45	0
6	10	15	50%	25	67%	45	80%	45	0
7		15		25	67%	30	20%	45	50%
8				25		30	20%	35	17%
9						30		35	17%
10								35	
11									
12									
13+									
Other [list]									
Total	75	145	93%	250	72%	360	44%	420	17%

* Total roll once the school reaches capacity in 2022 are 560 students.

3 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.

OUR MISSION

EPIC strongly believes in the power and potential of our students and whānau, and their ability to change the world for the better. Our vision is to 'inspire greatness in students and their whānau and to empower them to achieve highly as transformative leaders in their community and in a global context'.

OUR STUDENTS

Our students will come from low SES backgrounds, be predominantly Māori, alongside Pākehā and some Pasifika families, and overwhelmingly be characterised by poverty and associated trauma. These factors contribute towards a student population that is disengaged and disinterested in education, with the family members and whānau of students in 'survival mode'. Whānau are fractured and dealing with multiple stressors, and, as a result, are often also disengaged and disillusioned with their child(rens) educational journey

We have identified a significant achievement gap between students from low SES backgrounds in Hamilton, and those from higher SES backgrounds. Predominantly based in the suburbs of Fairfield, Nawton, and Melville, these students are achieving well below the national average in National Standards across the board. Evidence indicates frequent occurrences of stand-downs and exclusions. Poverty is an endemic in their lives and in the lives of their families/whānau. Truancy, hunger, disengagement and low expectations characterize their educational experiences to date.

EPIC Academy is a targeted response to this identified local need. Our highly experienced foundational Board of Trustees brings together a collaboration of educational services and relationships from a wide spectrum of society that has served local families effectively. This includes Creators Educational Trust, Life Community Services, and Mātātahi Mātaora.

OUR SCHOOL – 5 – 10 YEARS

We believe engaging children and providing support for their whānau early on in the educational journey is crucial. Doing so sets up structures for life-long learning to flourish. This is why, in stage 1, we are proposing to start with year 0 – year 6 primary school. Through a carefully considered growth plan with stage 2, ākonga and whānau who enroll with us on day one will be able to stay with us for their entire educational journey until they graduate from high school.

This will mean at capacity EPIC will be a place where learners, right from 0 to a 100, can come to experience the joy of learning. Situated on one campus, EPIC Academy will be a hub around which a range of social and educational services is connected to support, empower and equip students and whānau.

When students enroll at EPIC, unlike traditional schools, the enrolment will happen at their home. Through the unique role of the Pastoral Kaitiaki entire whānau are engaged in the education process. Together they set up Whānau and Individual learning plans that identify whānau aspirations, strengths and interests, remove barriers to participation, and weaves together the aspirations of school and whānau.

Through the implementation of a whānau-focused and relationship-based pedagogy, EPIC Academy will be regarded as a truly bicultural educational institute guided by the concept of Āko, Manaakitanga and whakawhānaungatanga will be practiced to establish the context for

happy, healthy, engaged students and whānau who have strong positive relationships with each other, the school, and the local community.

Through philanthropic entrepreneurship, community projects and authentic place-based learning, EPIC learners will impact their community while transforming their own lives. Their educational experience will be widely regarded for raising achievement and engagement for Māori and students from low SES backgrounds.

Through the 4 keys of powerful learning students will take ownership of their learning in of loving, caring community environment. With a focus on innovation and creativity, EPIC will be known as a model school throughout the city and the country for what a learning hub looks like for learning in the 21st century.

OUR GOALS

Our performance goals are clear, simple, effective and measurable and align with our core values of Nurturing Relationships, High Expectations, Whānau-centered, Common Purpose, Innovation, Cultural Diversity and Community Engagement.

Value	Goals:	Measures
Achieve with Pride	<ul style="list-style-type: none"> Raise achievement for national standards to above 85% for all learners by year 3 of our operation Implement a bicultural curriculum build around culture, language and identity 	<ul style="list-style-type: none"> National Standards assessment data All staff have, or are in training, to achieve level 5 Te Reo
Engage with Meaning	<ul style="list-style-type: none"> Whānau to be involved in the student learning To reach estimated roll projections within the targets outlined by the MoE 	<ul style="list-style-type: none"> Whānau learning plans completed and implemented for every family Roll growth data to hit capacity, with 75% of students enrolled
Innovate with Purpose	<ul style="list-style-type: none"> Innovative education strategies implemented throughout the school The school to engage in philanthropic entrepreneurial partnerships. 	<ul style="list-style-type: none"> Every student participating in community or design project Every student has a completed and implemented Individual Learning Plan
Relate with Aroha	<ul style="list-style-type: none"> School wide PB4L cohesively implemented Build a community around manaakitanga and whānaungatanga 	<ul style="list-style-type: none"> Zero suspension and stood downs Positive feedback on wellbeing and belonging from staff, student and parent surveys

4 PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:

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

EPIC STATEMENT OF PURPOSE

As a leading bicultural, whānau-focused educational institute, EPIC is a school like no other. Community focused and without traditional walls, EPIC is a school where students and whānau alike are involved as a community of learners.

We propose to open this school because we are a group of passionate educators, connected community leaders and committed parents who have a shared purpose: to see Māori, Pasifika and low SES families empowered to live transformational lives through the provision of creative and inspiring educational environments. In our rohē we are aware that families find themselves disengaged and disconnected, as evidenced by Ministry of Education statistics. Students from Low SES backgrounds in particular achieve well below the national average and other higher decile schools in the city, with frequent occurrences of stand downs and exclusions.

As community educators, our trustees regularly experienced the reality of these statistics in their daily work with children, youth and families across the city. Drawing from our wide spectrum of experience and expertise the EPIC Learning model has been created from our successful results of family focus, educational intervention with our target group.

Inspired by leading educational models Reggio Emilio Approachⁱ and Big Picture Learning, Creator's provides a rich environment full of resourceful teachers that engage children in discovery and meaning-making. Central to this approach is the physical environment of the school, which includes a central Studio, a focus on hands-on learning, and the weaving together of literacy and numeracy with the creative arts. In this environment, our children excel in learning.

At EPIC the educational journey begins in the home. Traditionally schools have educated the child in isolation from the family. Here at EPIC we recognize that learning is a shared responsibility between school, community and whānau.

What sets us apart is our focus on sustainable, positive relationships between children, teachers, families, and the wider community, in an environment where educational pedagogy is customised to accelerate learning. Children – and their whānau – are engaged in their learning and with the wider community. Education at EPIC is now a learning partnership making EPIC a school like no other.

Key highlights, as expanded on in this application include:

- Enrolments take place in the home. The whānau is enrolled alongside the child, and Individual and Whānau Learning Plans created.
- The 'Moving In' process identifies barriers to learning and staff effectively address these through the Learning Plans
- Bicultural curriculum and relational pedagogy creates a safe learning environment for all students to develop a sense belonging and be successful in learning.
- Continuity of care for students and whānau for their entire learning journey. EPIC will be a school that caters for students from 0 to 18, providing a continuity of care and connection for students and whānau for their entire learning journey.
- Customised learning responsive to the students' needs
- Our highly trained and accredited Incredible Years Pastoral kaitiaki, work with whānau to empower and equip them to create a positive and cohesive language and culture between home and school
- Students will develop holistically as leaders and visionaries of the future through the integration of emotional intelligence programmes, philanthropic causes and design-based projects.

OUR VISION

To inspire greatness in students and whānau to achieve highly as transformative leaders in their community and in a global context.

OUR PURPOSE

Creators will provide a central hub through which students, whānau, and teachers alike can work together, in harmony, to inspire, transform, equip and empower one another to live fulfilled, powerful and meaningful lives.

OUR MISSION

To create inspiring and positive learning spaces for the entire community, where people of all ages are able to dream and implement innovative philanthropic ideas and entrepreneurship.

To create learning environments that foster creativity and innovation, and foster healthy relationships between children, their families, and the learning environment.

To be an authentic bicultural school for ākonga/whānau with the philosophy, pedagogy and curriculum informed by Māori tikanga and current best practice in socio-constructivist (cultural) school settings.

To care holistically for all four corners of a child's life – family, school, neighbourhood, peers.

OUR CORE VALUES

Our core values are the backbone of our school and have been based on key protective factors that contribute towards individual and community resiliency and achievementⁱⁱ. These factors have been woven into both our core values and our performance goals.

Value	Description
Nurturing Relationships	<ul style="list-style-type: none"> Reciprocal respectful relationships are the core foundation from which all positive learning happens
High Expectations	<ul style="list-style-type: none"> Children are expected to succeed. Each child's mana, mauri, and wairua is unique. Every child is valued as born full of potential with an extraordinary wealth of inborn abilities and potential, strength and creativity. Kaiako are passionate researchers and implementers of high quality, culturally responsive teaching practice
Whānau Centred	<ul style="list-style-type: none"> Understanding that the child is part of the whānau and the whānau is part of the child. The concepts of whānau and whakawhānaungatanga are tikanga that inform our practice around learning and teaching.
Common Purpose	<ul style="list-style-type: none"> The student, the teacher, and the whānau share the responsibility for the well-being of the group. Students and whānau are able to make a difference as transformative agents of change in their community and beyond.
Innovation	<ul style="list-style-type: none"> A culture of innovative learning through pedagogical research and implementation of the best teaching and learning practice. Students, whānau and teacher value creativity, problem-solving, and thinking. Are co-creators of solutions to real world problems.
Cultural Diversity	<ul style="list-style-type: none"> Celebrating Māori achieving as Māori Honours the principles of the Treaty of Waitangi, and its acknowledgment of Māori as tangata whenua and rights to participation, power and partnership. We recognise and celebrate the unique cultural background of all students, teachers, and whānau members associated with the school.
Community Engagement	<ul style="list-style-type: none"> Actively involved in working partnerships with wider community groups. Connectedness to the wider community is valued as an integral part of the school environment.

OUR GUIDING PRINCIPLES

We have drawn on the bicultural framework for education in Te Whāriki, and He Māpuna te Tamatiⁱⁱⁱ. Figure 1 below outlines how our guiding principles establishes the context for our core values to connect with the learning community through positive interaction between student and teachers, student and students, and whānau members .



Figure 1: EPIC Learning Model

The guiding principles of **Whakawhānaukatanga**, **Manaakitanga**, **Rangatiratanga**, **Tātaritanga**, and **Whaiwāhiatanga** support our core values of **Nurturing Relationships**, **High Expectations**, **Whānau Centred**, **Common Purpose**, **Innovation**, **Cultural Diversity** and **Community Engagement**. Our Core Values can be summarised into the following Performance Goals for the Learning Community.

- **Achieve with Pride**
- **Engage with Meaning**
- **Innovate with Purpose**
- **Relate with Aroha**

These will be delivered through a whānau-focussed, akōnga-centred bi-cultural curriculum that has at its core Visionary Leadership, Excellent Pedagogy and Teaching, Powerful Students and Inspiring Environments as outlined below:

Visionary Leadership

- We believe it takes exceptional leadership to an outstanding school.
- Focus on developing and identifying leaders in the organisation
- Focus on innovation and cultural change
- Cohesive implementation of vision through every layer of the school community
- Strong model for change-leadership.

Excellent Pedagogy and Teaching

- High quality teaching – student interaction is the single most important influence on high quality outcomes for diverse students^{iv}. Therefore we will have a focus on professional development teachers
- Our teaching practice will be guided by the concept of Āko within the context of a whānau-focussed relational/listening pedagogy
- In keeping with this concept our teacher will be researchers – being informed by latest research in a reflective team culture
- Teachers will be cultural workers facilitating the identification of creative and imaginative ways to express and transform the lives of children and families in the neighborhood

Powerful students

- Children are seen as full of potential with an extraordinary wealth of inborn abilities and potential, strength and creativity
- Guided by the concept of Āko - children are co-constructors and co-educators in their own learning journey, having an ability to make meaning out of real world experiences and shape the direction of future learning
- Children are able to act as catalyst of change, as cultural producers and conversationalist given the right environment
- Children are respected and celebrated in their culture and identity

Participating Whānau

- Whānau are active participants in the life of the school and the unfolding of the curriculum
- Whānau are surrounded by strong, collaborative community relationships
- Whānau empowered to achieve their goals through a network of support
- Whānau shape the culture of the school through their involvement in, and contributions to, the learning environment and governance structures

Inspiring Environments

- The environment as the ‘third’ teacher
- Cultural symbols to give significance to place
- Modern Learning Environments in which students can maximize his or her potential in each of the four areas of development: cognitive, social–emotional, spiritual and physical.
- Shared community spaces to promote inter-generational relationships

KEY PERFORMANCE GOALS AND MEASUREMENT DATA

Our Key Performance Goals align with our Core Values. Below we set out the goals for each of our Core Values in key areas of oversight and involvement with the school, together with proposed initiatives and appropriate measures for evaluating success. The school’s performance goals will be measured using a variety of Evaluation practices, as informed by industry experts and best practice

Core Area of Success	Performance Goals	Key Initiatives	Targets
Achieve with Pride	<ul style="list-style-type: none"> Students and whānau achieve in all areas of school life The school to intentionally engage with teachers, local council and social agencies in the provision of high quality Curriculum delivery Implement a bicultural curriculum build around culture, language and identity Treaty of Waitangi principles reflected in the school policies and environments 	<ul style="list-style-type: none"> Reading Together Accelerated Learning training Focus on Professional Development for staff around Learning Pedagogy and culturally responsive practises Students engage with inquiry based learning and school show Engage training with Te wānanga o Aotearoa 	<ul style="list-style-type: none"> 77% of students achieving at or beyond NS at end of year 1 of school, 85% of students achieving at or beyond NZ at end of year 3 of school All students to exhibit work of a high standard during School and Class-wide exhibitions and/or performances All staff have, or are in training, to achieve level 5 Te Ara Reo Staff report positive feedback about the effect of the learning model on student achievement in teacher assessment
Engage with Meaning	<ul style="list-style-type: none"> Students will fully engage with high levels of attendance and engagement, making links within and across learning areas. Whānau have many avenues to be involved in learning and fully engage with the school To reach estimated roll projections within the targets outlined by the MoE 	<ul style="list-style-type: none"> Moving In-Through Process Inquiry-based Learning Individualised Learning Plans Whānau Learning Plans (WLP) Specific Referral focussed marketing Marketing Plan 	<ul style="list-style-type: none"> 80% of whānau in attendance at hui Whānau report back a strong connection with the school in feedback survey 90% attendance rate Every family completed a WLP School demograph reflects MOE's priority learners demograph
Innovate with Purpose	<ul style="list-style-type: none"> Innovative education strategies (as outlined in the Education Plan) implemented throughout the school The school to engage in philanthropic entrepreneurial partnerships. 	<ul style="list-style-type: none"> Community hui Specialist Teachers Professional Development around Reggio Approach Individualised Learning Plans Community projects Design-based projects 	<ul style="list-style-type: none"> ILP implemented for each student Positive assessment of specialist contractors minimum of 20 different community and social service groups in attendance at community hui All staff and students engaged in one community-based project
Relate with Aroha	<ul style="list-style-type: none"> Strong relationships fostered throughout the school guided by principles of manaakitanga and whānaungatanga Cohesive positive guidance programme implemented school wide 	<ul style="list-style-type: none"> Friends for life PB4L Professional Development around relational pedagogy Staff induction Peer Mentoring 	<ul style="list-style-type: none"> 95% retention rate All students in the process of Friends 4 Life Programme Zero Suspensions and stood downs School wide PB4L plan for the 'EPIC Way' All students to be involved with tuakana – teina) Staff PD plans completed and achieved annually

MEASURES OF SUCCESS

Here we more clearly identify the data sources and their criteria that will be used to measure levels of success. Many of these are explained further in the education plan, and include Ministry of Education approved assessments as well as innovative and evidence-based approaches, designed to measure positive changes in life skills, attitudes, and behaviours. Data will be reported in a clear and timely manner to the school staff and BOT as appropriate.

Measure	Criteria
Attendance rates	<ul style="list-style-type: none"> • School attendance rate • Truancy rates • Numbers of whānau attending school activities • Numbers of whānau attending PTA • Whānau hui attendance rate • Community hui attendance rate • Barriers to attendance identified and removed (eg transport)
Community hui	<ul style="list-style-type: none"> • The school, in conjunction with community and social service groups, organises multiple hui in order for whānau members to effectively access services • The school connects with multiple community groups across the board in engaging students in real-world issues • The school leads community partnerships in ensuring high participation and engagement, sound evaluation practices, and the provisions of effective learning environments
Demographics	<ul style="list-style-type: none"> • High participation rates by intended demographic (SES, ethnicity)
Disciplinary measures	<ul style="list-style-type: none"> • Numbers of suspensions/stand downs • Numbers of disciplinary measures taken • Types of disciplinary measures taken decrease in severity and /or in frequency.
Exhibitions and Performances	<ul style="list-style-type: none"> • # of exhibitions or performances / year • High rates of attendance by family and wider community • High quality performances / exhibitions • Exhibitions and performances reflect the cultural diversity of the school
Feedback from students, whānau and staff	<ul style="list-style-type: none"> • Well-being Survey, Induction Survey • Communications between whānau and school increase and/or improve • Experiences of students, whānau and staff considered and used to support continuous improvement of services. • Feedback from whānau hui attendees • # of whānau interviews carried out

Learning stories	<ul style="list-style-type: none"> • Compilation of learning stories for each child and their whānau. • Learning stories read and contributed to by the child and their whānau • Learning stories reflect school values.
MOE assessments and Achievement Data	<ul style="list-style-type: none"> • National Standards - % achieved • All ILP's completed and/or achieved annually • All WLP's completed and /or achieved annually • BES programs implemented • eASTle, PAT's, STAR assessments • Capacity Maps, peer appraisal, self-assessments, Learning Stories and other data used in assessment process
Moving In / Moving Through (outlined in detail in the Education Plan)	<ul style="list-style-type: none"> • Numbers of home visits • Moving In process completed • Whānau Learning Plans (WLP) completed and achieved • Individual Learning Plans (ILP) completed and achieved • Involvement of whānau with the school (attendance, communications, meetings).
Relational programmes and data	<ul style="list-style-type: none"> • PB4L implementation • Friends For Life implementation • PD for staff implemented and achieved as per Education Plan • Implementation of programmes as outlined in Education Plan • Tuakana – teina relationships implemented school-wide
Retention rates	<ul style="list-style-type: none"> • High Term and Annual retention rate of students, whānau, staff and BOT
Staff reflections and review	<ul style="list-style-type: none"> • Staff engage in reflexive pedagogical work as per best practice. • Staff debrief at the end of each term / each year in support of continuous improvement • Staff PD plans implemented and achieved as per Educational Plan • Cultural competency of staff ensures school environment is culturally safe for students and whānau

DEMOGRAPHIC EVIDENCE

HAMILTON CITY GROWTH

Hamilton is a growing and youthful city, with a youthful and growing Māori population. For the past seven years, Hamilton City has seen consistent population growth (see Table 1). This places a growing demand for education facilities. The current level of growth is expected to continue - projections put Hamilton City's population at 184,800 by 2031. These projections also include growing numbers of youth under the age of 15⁵.

Table 1: Hamilton City Population by age 2006-2012. Source: Statistics New Zealand 2013 Census data

Territorial authority area ⁽²⁾	At 30 June	Population by age group (years)									Median age ⁽³⁾ (years)
		0–14	15–39	40–64	65+	Total	0–14	15–39	40–64	65+	
		Number					Percent				
Hamilton city	2006	29,100	55,300	36,900	13,500	134,800	21.6	41.0	27.3	10.0	31.1
	2012	31,900	58,800	41,200	16,300	148,200	21.5	39.7	27.8	11.0	31.7
	2013 P	32,200	59,200	41,700	17,100	150,200	21.4	39.4	27.8	11.4	32.0

At 14%, the Waikato region is second only to Auckland in terms of the percentage of Māori living within the region¹. Hamilton City, centrally located within this region, has the 4th highest Māori population in the country: 4.3% or 24,579 people, an increase of 10.7% since the 2001 census¹. Overall, Māori comprise a growing, youthful population, with one-third of Māori in New Zealand under the age of 15 years¹. With Hamilton City containing a high proportion of both Māori and youth in general, investing into this demograph is an important part of contributing to the ongoing development of our city and our nation.

Current demographic data drawn from decile one to decile three schools in Hamilton show that a majority of students in these schools are Māori with a small Pasifika population. This gives us an idea of the ethnic population that EPIC Academy will be serving.

Table 2 : Ethnic composition of decile 1 - decile 3 schools in Hamilton

	Maori	Pasifika	Pākehā & Other
Ethnicity % from low SES schools	58.05 %	7.3%	41.95%

*Data taken from average of all decile 1 to decile 3 school populations in Hamilton

A SCHOOL DRAWING FROM THE FOUR CORNERS OF THE CITY

With regards to schools, we can see current low-decile-ranked schools clustered in the suburbs of Deanwell/Melville, Enderly/Fairfield, and Dinsdale/Frankton/Te Rapa. In order to make the highest impact in educational students who are disengaged from education in Hamilton we propose that we take a 'city-wide' approach when viewing our catchment area. With easy accessible public transport, as well our own plans to provide transport for students, we believe this to a high value approach to looking at the impact of the school. Our preferred location – [REDACTED] – is ideally situated next to public transport routes (Hamilton Orbiter), within 2km of Hamilton's largest LSE area of Crawshaw/Nawton, as well as [REDACTED]

All this would mean that the school will be optimally situated for roll growth with the minimum effect on existing networks.

CURRENT EDUCATIONAL ACHIEVEMENT

In considering current Educational Achievement results for Hamilton City, overall results are falling well short of the Government's current target of 85% achieved across National Standards in Reading, Mathematics, and Writing⁶. Māori and Pasifika students are also being poorly served by the current system, as shown in Table 3.

Table 3: National Standards Achievement Data for mainstream Hamilton City Schools

Achievement Data	Reading	Mathematics	Writing
Hamilton City (All)	61.4%	73.3%	68.9%
Māori	64.4%	60.9%	52.6%
Pasifika	56.0%	49.0%	52.2%

In particular Data from MOE shows that the achievement of National Standards within low SES areas (Decile 1 to Decile 3 schools) is significantly lower when compared to schools catering for the middle-upper class of society (Decile 5 – Decile 10).

Table 3 shows data taken from a sample of 22 schools across the city. The sample included 11 schools randomly chosen from Decile 1-3 schools, and 11 schools randomly chosen from Decile 4-Decile 10 schools. It shows that, for lower decile schools within Hamilton City, many students are achieving well below MOE's national targets and the city average. This is the case for all students, both Māori and non-Māori. Achievement for Māori in higher decile schools is significantly higher than for Māori attending low decile schools. It would strongly stand to reason then, that factors contributing towards disengagement and low achievement are as related to issues of poverty as they are to culture.

	Reading		Writing		Mathematics	
	Overall	Maori	Overall	Maori	Overall	Maori
Decile 1-3 avg	59%	56%	46%	44%	56%	54%
Decile 4-10 avg	84%	80%	76%	72%	80%	76%

Table 4 Students achieving at or above National Standards across school deciles

The revealing nature of this data has focussed EPIC Academy around being a responsive answer to the identified local educational needs. We believe engaging children and providing support for their whānau early on in the educational journey is a key setting up structures that allows learning to flourish. That is why, in stage 1, we are proposing to start with 0 – year 6. Through a carefully considered growth plan, students who enrol with us will be able to stay with us for their entire educational journey from day 1. With that in mind, common barriers to educational achievement for low SES students can be summarised as follows:

- Basic needs (food, housing, clothing) unmet
- Social stigma and feelings of exclusion
- Lack of cultural responsiveness by school
- Low expectations of student by school and/or family
- Lack of meaningful relationships
- Lack of involvement and/or commitment to education by wider family

It is therefore our view that the way to lift achievement for all students from low SES backgrounds requires a culturally responsive, empowering school model. It involves recognising the diversity found in our students who are disengaged and celebrating their culture and identity as rich and valued treasures. This means celebrating Māori achieving as Māori, Pākehā achieving as Pākehā, and celebrating the cultural backgrounds of all students. Concurrently, it also requires empowering whānau to be a part of the cycle of success.

Our learning model has been specifically framed to remove the barrier identified above. Through whānau-focussed, child-centred education we are able to see families move on

from the cycle of generational poverty into being high achievers and transformational leaders within their community.

KEY ADVANTAGES OF EPIC

Our collaborative-networked approach.

Drawing on educational and welfare experience of Creators Educational Trust, Life Community Services and Te Wānanga o Aōtearōa, the governing body brings a collective 65 years of educational experience, with over 1,000 families currently enrolled in their transformative centres/programmes. A large proportion of these families are from priority groups identified by MOE. They have strong relationships within the social sector and are well grounded in the community.

An understanding of the effects of low SES on student achievement.

In our different roles as education and community leaders we already serve the families who we wish to further support through the creation of EPIC. Many of these families are dealing with the effects of poverty in their everyday lives. We know their disillusionment with current educational offerings in Hamilton City, we know the obstacles they face, and we know what to do to raise achievement in order to inspire greatness for both the student and their whānau.

An innovative approach to education.

Based on evidence-based best practice and grounded in tikanga we have crafted an innovative and well-thought through approach to educational success. We have combined our hands-on experience in education, and created new ways of delivering curriculum that is based around the formation of positive relationships with student and whānau.

A commitment to a truly bicultural school

The alienation by many mainstream schools of Māori and Pasifika students has been well-documented. As can be seen throughout this proposal, our team is committed to implementing a truly bicultural curriculum and service delivery. Through partnering with Māori, valuing te Ao Māori and in the weaving of tikanga throughout the school we will see Māori achieving as Māori, alongside celebrating the cultural backgrounds of all our students.

Our holistic approach

We care for all four corners of a child's life. This includes the provision of meals throughout the school day. For priority learners, ensuring that they are fed well, and without any associated stigma, we make build long-term educational success.

A focus on families/whānau and students learning and growing together

We recognise that you cannot separate our students from their families and whānau. We see the school as a hub whereby families and whānau grow and learn together. Through the provision of support for whānau aspirations we support the student, and through supporting the student, we in turn support the whānau.

SPONSORS BACKGROUND AND EDUCATIONAL TRACK RECORD

For the purpose of the Partnership School proposal we saw it of particular importance to establish a new trust, governed by influential community leaders who have extensive experience in providing education and welfare for low-socio economic families. Predominantly, but not as a rule, these families are of Māori descent and the partners have had significant success in re-engaging entire whānau in education. In creating a new Trust, we ensure a strong supportive governance model with the skillset, knowledge and community connections needed to implement the vision of a bicultural kura that inspires greatness in students and whānau from the priority group to achieve highly as leaders in their community and in a global context.

Due to the suggested formation of a new trust the applicant feels that it is important to inform the Ministry of Education about the background of both the Founding Trust and Creators.

Founding Trust

Creators Educational Trust (Rick Fourie) has partnered with Life Community Services (Jane Bisset, CEO), Joe Graham (National Youth Manager, Te Wānanga o Aōtēarōa) and Paul Wood (ex-Principal Melville High School, currently an Education Consultant) to create an aspirational proposal that will implement a high-quality educational programme. Delivered in a bicultural context, the proposed Partnership School will raise educational achievement of the Ministry's identified priority learners.

If this application is successful the above-mentioned members propose to establish a new charitable trust called **Creators Collaborative Trust**. The trust will be the sponsor for the school, which has been provisionally called EPIC Academy. The founding members have had significant success in re-engaging students and whānau in education. Partnering with together with Rick, Jane, Joe and Paul, we ensure a strong supportive governance model with the skillset, knowledge and community connections needed to implement the vision: A bicultural kura inspiring students and whānau to achieve highly as leaders in their community and in a global context.

Creator's Educational Trust

Founded in 2010, Creators Educational Trust currently provides Early Childhood Education to over 130 children through their centre-based and home-based services. Of the 130 children, 56 children come from low socio-economic backgrounds. Of these, 34% are Māori and 7% Pasifika. Lead by the aspirational vision of Rick Fourie to empower and celebrate every child as a unique, competent and powerful person, Creator's provides an educational experience with the student at the centre.

In addition to this Creators runs three OSCAR programmes for 5-12 year olds for approximately 110 children around the Waikato. The school will be advertised to interested families who fit the priority group profile.

Creators provides an empowering service for children from low SES backgrounds. In particular, their home-based service (launched in 2012) sees passionate and responsive Educators caring for low SES children in their homes. Currently, Creators is involved with the

local Early Childhood Taskforce in strategizing to provide a responsive, quality solution to increase participation in Early Childhood Education within Hamilton City.

Excerpt from Ero Report 16/03/2012

"Particular strengths of the centre identified in this report are:

- a well-organised learning environment that supports children's learning and care and enables them to make choices and explore their interests;*
- mutually respectful, affirming interactions and relationships between and among children and adults;*
- a high-quality learning programme that is increasingly responsive to children's strengths and interests; and*
- a team of teachers who are enthusiastic about their roles and willing to reflect on their practice."*

s 9(2)(a) OIA

Figure 2: Using the Reggio Emilio inspired Studio at Creators

"To our extended whānau at Creators we have grown with you over the years a beautiful friendship and relationship that has overwhelmed me with love and support that my children and I will treasure for a lifetime. Thank you!"

"My whānau have thrived in Creators warm, loving and responsive environment. They have valued my children's identity as Māori, and been exceptional in working collaboratively

s 9(2)(a) OIA

Life Community Services (LCS)

LCS is in its 4th year of operations as an educational social service delivering high-quality, free, Incredible Years Parenting programmes and Emotional Intelligence programmes for children, youth and adults within Hamilton city and the wider Waikato area. All LCS staff are highly skilled and experienced at working with Māori, Pasifika, ethnic minorities and low SES families. LCS partners with both migrant and Māori providers in order to deliver culturally-appropriate programmes. Currently LCS is delivering a Pasifika-oriented Incredible Years Parenting programme, and are seeing high levels of participation from all families involved. With an average of 50% of enrolments from Māori communities, LCS has strong links with local iwi and relevant social service providers.

5 EDUCATIONAL PLAN

3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aōtearōa, please

- explain and provide evidence to support why you have chosen an alternative curriculum; and
- outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aōtearōa*.

We will enrich the New Zealand Curriculum (NZC) in order to work towards a truly bicultural curriculum. Te Whāriki (ECE curriculum) is heralded as the first truly bicultural document in our education system. To promote further this (through enriching NZC with the suggested cultural model as outlined in Section 5) we will align our tikanga with the New Zealand Curriculum Key competencies as suggested by Grace (2005) and Macfarlane et al (2008):

Key Competencies (NZ Curriculum, 2005)	He Tikanga Whakaaro (Grace, 2005)
Thinking Making Meaning	Tātaritanga
Relating to Others	Manaakitanga
Managing Self	Rangatiratanga Whānaungatanga
Participation and Contribution	Whaiwahitanga

This framework will be used as a lens to assess ākonga and embedded in the assessment framework for EPIC, including learning stories and Individual Learning Plans. Our Learning Model is designed as the main vehicle to achieve our vision and meet our performance goals. The table below outlines our performance goals and the parts of our Learning Model that will help achieve these targets. The Learning Model is then expanded upon as it pertains to the questions asked in the Application.

Performance Goal	Areas of Focus	Learning Model
Achieve with Pride	National Standards > 85% Māori achieving as Māori	4 Keys to powerful learning Āko Workshops Accelerated Learning Customised Learning Evidence-based numeracy & literacy programs
Engage with Meaning/Excellence	High student enjoyment No suspension/expulsion	4 Keys to powerful learning Whaiwāhitanga Inquiry Based Learning The EPIC way Performing Arts focus Friends for Life EQ programme Play based investigation in early years

Innovate with Purpose	High quality exhibitions Integration of Arts	Design Based Projects Community-based philanthropic entrepreneurship Integrated Arts
Relate with Aroha	Engagement with whānau	Continuity of Care The EPIC way Moving In/Moving Through Manaakitanga/Whānaungatanga Whānau-focussed relational pedagogy

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

We will have a two-staged approach to the implementation of the Learning model across all age groups. **Stage One** will be the delivery of the curriculum for year levels year 0 – year 8 (first three years of the school's life) and the **second stage** will be the expansion of this Learning Model to year 9-year 13 (progressively over the following 3 years). The proposal mainly highlights the details of stage one and outlines a skeleton model for Stage Two. We have also included an implementation plan (Q 28) for our plans to expand to Stage Two

We will be delivering the model in a mixed age, mixed ability bracket instead of narrow age brackets. This is to encourage diversity and has been identified as the most effective way to observe the tikanga proposed⁷. Our spaces and places will be culturally safe, where strong whānau input, reciprocal learning between students and kaiako (the concept of *ako*), and scaffolded tutoring where more skilled students takes responsibility for teaching less skilled students (the concept of *tuakana-teina*).

Table 3 below outlines the proposed class sizes and teachers at maximum capacity (after year 3). The centre is seen as a shared space where specialist arts and technology teachers will take groups of students. The middle also represents shared spaces where tuakana-teina happens between students in the school.

Table 5 - School roll and teacher ratio at the end of stage 1

Year Level	Students	Teachers	Shared Spaces (Art Studio/Technology Lab)	Year Level	Students	Teachers
1	55	3	25 Students 1.5 x FTE Specialist contractors including Media arts/Performing Arts/Māori/Sport Community volunteers and specialist	5	45	2
2				6		
3				7		
4				8		
0	55	3	25 Students 1.5 x FTE Specialist contractors including Media arts/Performing Arts/Māori/Sport Community volunteers and specialist	5	45	2
1				6		
2				7		
3				8		

The shared spaces reflect our innovative approach to education with specialist teachers/contractors working alongside teachers on skills and long-term projects to help children express themselves through the *100 Languages of Children*⁸. At any one time there may be 25 children working with specialist while other children may be involved in the classroom, or outside the classroom with teachers following their individual learning plan.

Below we describe the Learning Model, focussing first on the underlying Philosophy through the bicultural lens, then on core curriculum elements. We offer detailed information on Years 0-8, with a skeleton of the secondary school framework that we intend to set up in year 4 of the schools operation.

Learning Philosophy – 5 frameworks for high achievement

Manaakitanga– *Responsive relational learning community*

Our Learning model has been founded upon the core foundation of reciprocal, responsive relationships in the context of caring and supportive relationships. In a caring environment, students feel safe and are more likely to contribute, to take risks and to manifest interests and enjoyment in their learning activities⁹. The implementation of this concept includes the following:

- Āko. Kaiako, ākonga and whānau work together, switching roles between teacher and learner, to establish meaningful context for learning to take place. Teachers demonstrate the concept of care in the classroom through giving support and nurturing¹⁰.
- Having high expectations of students and a powerful image of the child.
- Culturally responsive learning environments where each child's identity and culture is celebrated as unique and treasured.
- Constructivist approach to curriculum delivery meaning teachers respect students creativity, co-construct with their students a learning environment where students are allowed to be who and what they are.

Our Learning model have been influence by the The Reggio Approach¹¹, Profound Learning Institute¹², Walker Learning Approach¹³, and Big Picture Schools¹⁴.

Whakawhānaungatanga – *forging of whānau-like relationships*

Whānau connections (the home-school partnership) are not seen as an add-on to our learning model, but rather the core part that the rest of the model is built around. Our School will build educationally powerful connections with families, whānau and communities through whānau-focussed approach to learning, and emphasis on relational pedagogy¹⁵.

Our teachers seeks to use the relational pedagogy of listening, as framed by Reggio Educator Carlini Rinaldi, which uses 'radical listening' to involve children and whānau in the co-construction of an imaginative, creative and cultural curriculum. The implementation of this concept includes:

- Requiring those with knowledge to assist those needing and wanting to learn (tuakana-teina)
- Whānau Learning Plan alongside Individual Student Learning Plan to engage everyone in the learning process
- Focus on relationship building activities early in the year (for example, Performing Arts, Camps, Team building activities)
- Curriculum is organised to connect with interest and backgrounds of whānau.

- The Te Ao Māori and Te Ao Pākehā world view is reflected and reproduced within the school
- The majority of curriculum unfolds through integrated inquiry and design-based projects that promotes collaborative, innovation and intergenerational leadership rather than through planned and scripted lessons.

Rangatiratanga – *a place of autonomy, leadership and prestige*

At the heart of our Learning Model is the progressive shifting of the locus of control for learning from the teacher to the learner – giving the learner a sense of inner-agency by giving them manageable amount of responsibility and choice. The curriculum is constructed around the 4 keys for Powerful Learning (see Figure 4). These keys, delivered in an environment of meaningful, caring and supportive relationships (manaakitanga, whānaungatanga) has been proven to be essential to creating Accelerated learning.

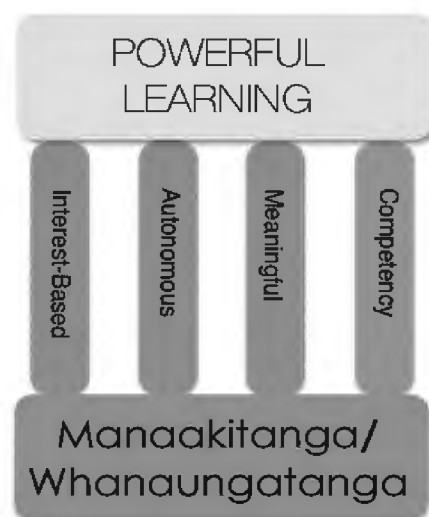


Figure 3: Keys for Powerful Learning

The implementation of this concept includes:

- The learning environment reflects opportunities for children to learn through their own interest as well as some introduced by teachers (Interest-based)
- Student and whānau feel like they can contribute and have ownership over what they learn, and when they learn it. (Autonomous)
- Learning is connected to the real world and emotionally connected (Meaningful)
- They feel confident in knowing how to be successful (Competency)

Tātaritanga – *a place for thinking and making meaning*

The learning model seeks to make use of extensive learning routines that are thinking rich. Drawing from research done from Harvard's Project Zero 'Visible Thinking' model¹⁶, as well as pedagogies from Reggio Emilia, it strives to develop the thinking disposition within a cultural context. Implementation of this concept includes:

- The use of narrative documentation to document the process and make thinking visible.
- The use of 'thinking routines' to place a high value on the child's voice and ability to be creative and construct their own knowledge.
- A reflective culture that encourages ākonga and kaiako to find the meaning in what they encounter and what they experience
- The curriculum embedded in real life concepts and experiences

Whaiwāhitanga – *a place where you belong*

Our Learning Model allows opportunities for ākonga and whānau to participate and contribute for the good of the collective, allowing a sense of ownership over the classroom and school making it a place where they feel like they belong. The implementation of this concept includes:

- Embedded cultural values, language and knowledge in the school kaupapa. In particular, *karakia, pepeha, whakapapa, waiata, pakiwaitara and mihi*

- Transformative and community based co-education projects where children emerge as educators by acting as catalysts of change and cultural producers¹⁷.
- Co-construction of the learning environment with ākonga and whānau.
- Pathways for ākonga and whānau to contribute to decision making in the school
- Combining of thinking, problem solving and the wellbeing of the group through inquiry and design based projects.

Structural vehicles to implement our Philosophy (Year 0 - Year13)

1. Customized Learning

Student interests, passions and individual abilities are accounted for in the classroom. Students are not grouped according to narrow age bracket, but rather they are in a mixed age, mixed ability group. Systems and assessment tools are used to enable teacher framed, but child-directed learning. Each child will have an Individual Learning Plan (ILP) that will be co-created with the child, whānau and teacher. The ILP will be based around learning goals, learning styles and individual and collective aspiration.

Another tools that will be used to achieve customised learning are called 'Capacity Maps' (Appendix 4). Capacity Maps allow students to self-assess what they have learned, the depth of that learning, and what they may need help with. This powerful tool allows children of all ages to map out how to be successful, and assist teachers and students in identifying areas of strength and areas of weakness.

2. Workshops

Customizing the learning means that teachers are able to respond to need and structure their teaching accordingly. When a student (or teacher) identifies a skill or knowledge where they need more support or practice in, they can request a workshop. Workshops are run by teachers or fellow students at particular times throughout the day. They are:

- a process that incorporates learning and skills shared and delivered not only by a teacher but by students, parents and other members of the community
- opportunities for students to share their own expertise, skills, talents and interests
- opportunities to opt in to specific workshop teaching sessions that will support a particular skill that is required

Workshops are held within their syndicate group and children are free to sign up and choose a particular workshop during the day. Some workshops are compulsory and require children to attend, and some are optional. Some are spontaneous and some are set for a particular time in the day. Workshops can also be used by teachers as a remedial vehicle to work closely with students who need help in a particular area.

3. Inquiry-Based Learning (IBL)

The curriculum areas are integrated through the use of IBL. Problems and issues of personal and social significance guide curriculum. IBL promotes a process where students "inquire" into their learning, formulate questions, research and investigate deeply and then build new understandings, meanings and knowledge. Features of integrated IBL include:

- Knowledge is developed and used to address relevant issues, not in preparation for future tests – complex human issues are rarely limited to distinct curriculum areas.
- Learning activities involve the application of knowledge in real-life settings, where students can experience problem solving and the intricacies of social interaction.

- Inquiry implies involvement that leads to understanding. IBL builds the essential base for mastery as students become "researchers" of learning.

4. Design-Based Projects (DBP)

DBP stretch thinking into the challenge of understanding design principles and opening the eyes of opportunity for students to be designers of their own future. DBL builds the essential base for rich and rigorous experiences relevant to a future by design and not default. It is a unique focus on innovation as students become designers and inventors.

- Design based project are centred around real world problems
- Often integrates social justice and the wellbeing of the planet
- Fosters an environment for creativity
- Incorporates specialist from the community and industry

5. Community co-education projects

Community projects are one of the main vehicles through which our ākonga, kaiako and whānau can purposefully co-constructed solution in a real world context. Community projects are centered around real local or global community needs that involves advocacy, fundraising and problem solving to make a difference in the lives of others. Features include:

- Collaborative effort using the skills from the entire community to create a value adding solution to a real life need
- Focus on philanthropic entrepreneurship
- Growth of empathy and connection among the learning community

Other distinct structural features that distinguishes us from conventional education include:

Media/Art Studio

Specialist Media and Arts professionals work alongside classroom teachers in supporting learning in the inquiry and design areas. We believe deeply in the integration of arts to promote creativity in the curriculum. Every cluster of classes will have a well-resourced arts and technology studio where students will be invited into at various times during the day or week. (see Figure 5 for an example).



Figure 4: Reggio Emilia inspired Ateliers studio at Creators Childcare

Wonder Labs

Places where students can wonder about life's big questions and find tools to answer them. Ranging from internet research, to the fellow student who may have an answer, students learn to ask questions and to construct meaningful answers through the process of research and discussion.

Integration of Technology

Through extensive integration of technology, students are provided with specific opportunities to ensure digital literacy. Digital learning devices for kindergarten to year 6 students are provided by the school on a demand basis and from year 7 onwards are purchased by the student through the schools iPad lease-to-own programme. The IT department will support a one-to-one device environment. In addition, program developers are creating specific digital student information services and solutions.

Curriculum Delivery Years 0-3

The junior years at EPIC spark the joy of learning, discovery and investigation that students will carry with them for the rest of their lives. A well co-ordinated and school wide delivery of evidence-based numeracy and literacy programmes will be cohesively implemented to give students from all background a good grounding in the basic skills of numeracy and literacy.

A unique approach taken by EPIC will be the consistency of environment and delivery between the Early Childhood Education environment and our junior primary years. Taking guidance from Developmentally Appropriate Practises (DAP), we believe childhood is a unique stage of the human life cycle and children (particularly in the early years of 0-8), reflect unique biological characteristics that have implications in how they learn. Therefore the environment and teaching pedagogy will allow for investigative play to be a large part of the learning experience. This will mean the classroom environment is rich in resources, provocation and learning areas for children to explore and discover.

Investigative play and inquiry-based learning is used to learn within a variety of subject disciplines including English and Te Reo Māori, mathematics, science, social studies, art, music, technology, performing arts and physical education. Students are able to direct their own learning within a structured framework. This allows for each student's learning to be personalized. It is not a one size fits all model. Features of the junior students day includes:

- Every morning the day starts with karakia, mihihi, and the sharing of food.
- There will be daily formal instruction in numeracy, literacy and specialist subjects delivered in the most appropriate way as determined by the teacher
- Daily active, hands-on experiences for the children known as inquiries. Inquiries are intentionally planned by the teacher, building on the emergent (children's interest) and core (school/community interest) curriculum. Numeracy and literacy will be integrated into investigations.
- Creativity and open-ended tasks are encouraged over cloned artwork
- A variety of learning centres, including dramatic play, construction, collage, writing and sensory areas through play is provided every day along with a classroom environment that promotes a sense of wonder, exploration, investigation and interest in a rich range of materials, resources and opportunities.
- Collaboration among adults and children cultivates intellectual curiosity, together having wonderful ideas and acting on them is at the heart of life-long learning.
- Learning and thinking is made visible through the artful display and publication of children's ideas and adults' reflections.
- Compulsory and optional workshops are run throughout the day in small groups, 1:1 or as a whole class to help scaffold children's learning. This includes the compulsory workshops of Te Reo Māori, Numeracy and Literacy
- Times during the day where children will have an opportunity to participate in group work in the art studio with a specialist art teacher
- At times children will take part in community and social justice project
- Every student will participate in a school wide performance
- Friends for Life Emotional Intelligence programme

Curriculum delivery Years 4-8

Inquiry and design based learning is the vehicle used to deliver cohesive, concept-based learning across the disciplines of English and Te Reo Māori, mathematics, science, social studies, art, music, technology, performing arts and physical education. Features include:

- Each morning the day starts with children tuning in, reflecting on yesterday's learning and planning today's learning. Includes karakia, mihihi, and breakfast (provided).
- Students engage in inquiries initiated by them, or as part of a group who are interested in exploring a particular topic.
- Numeracy and literacy are intentionally integrated into inquiries through report writing, preparing exhibitions, writing plans and other developmentally appropriate practices.
- Compulsory and optional workshops are run throughout the day in small groups, 1:1 or as a whole class to help scaffold children's learning.
- Specialist artists work alongside students/teachers to scaffold their skills and learning during inquiries or design project in a dedicated multimedia studio.
- Learning and thinking is made visible through the artful display and publication of children's ideas and adults' reflections.
- Students identify industry 'specialist' they need to consult to help them with their Inquiry/design.
- Daily formal instruction in numeracy, literacy and specialist subjects including Te Reo Māori.
- At times children will take part in community and social justice project
- Every student will participate in a school wide performance
- Stage 2 of the 'Friends for Life' programme

Curriculum delivery Years 9 to Year 13 – Stage 2

We are particularly excited about the future expansion of the school to year 13 where the cohesive, accelerated learning model will be expanded. Using these principles and models the Masters Academy school in Alberta, Canada (see <http://www.masters.ab.ca/>) has reported a 300% higher achievement of excellence than their provincial average.

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We will set up the Creators Institute, a collaboration between [REDACTED] that will be undertaking research projects with the aim to further refine the learning model for the secondary school. Features include:

- Design based schooling
- Contributing citizens to the world
- Self-directed Learning through capacity maps
- A 'Learning on Demand' model that will include 'cloud-based' teaching lessons from teacher around New Zealand and the world that students can call on anytime and anywhere they may need some direct instruction on a certain topic.
- Contracting of specialist teacher

s 9(2)(a) OIA

Structures

There would be 1 FTE staff member employed for every 18-20 children at the secondary level. Ākonga will be in whānau groups with the same mentor their entire high school career and therefore allow strong relationships to develop.

Ākonga will work closely with their teacher/mentor to set up their Individual Learning Plan and help them achieve their goals. This will include working closely with FutureForce Waikato to provide workplace-based internships for all our students. This may be one day a week or a summer internship. This gives the students real world feedback about their strengths, interests and ability and inform future ILP planning.

Staff members will be employed by the school to ensure a wide range of skilled staff, ranging from science, mathematics, English and the arts, are present within the school staff. Specialist skill areas that are lacking in the employed staff will be contracted to specialist staff on a needs basis. For example if none of the staff employed are capable of teaching year 13 calculus, specialist staff will be contracted in to assist students in a 'workshop' setting as many times as deemed necessary.

In particular delivery of the curriculum for year 9 and year 10 will include:

- Students inquiry and project based learning integrating concepts from the 7 areas of the national curriculum
- Students experience turbulent changes during these years and a focus on holistic development, emotional support and identity building will be a focus.
- Building on the success of alternative education programmes run by our governing board, the curriculum during these years will springboard students into the career-focussed years of senior secondary.
- Partnering with Wintec and Te Wānanga o Aōtearōa to provide opportunities for students to pursue interest as part of their individual learning plans.
- Industry-based internship
- As part of customised learning, students will also be able to pursue NCEA credits in generic areas of study.

In particular delivery of the curriculum for year 11-year13 will include:

- Range of 'in-house' subjects in NCEA level 1 – level 3. Many core papers will be offered in house through specialist teachers either employed or contracted by the school.
- We will utilise partnerships with Te Kura/The Correspondance school and Te Wānanga o Aōtearōa and Wintec to provide a truly rich, broad interest-based and future focussed educational experience that is grounded in industry.
- Ultimately we envision our learning model to allow self-directed learning through the curriculum using well developed capacity maps and specialist staff that act as tutors rather than timetabled classes. This would mean that students are able to take ownership of their own learning, and specialist teacher plan 'Learning Experiences' that sits besides the theory.
- Learning experiences may be practical labs delivered on the school site or at Wintec, it may be integrated project based work alongside other subjects or it could be an out of class learning experience. This model of self directed learning allows students to pursue a wide range of subjects accessing experts online, and having specialist area tutors (with a range of curriculum knowledge) that can facilitate their learning.

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

We have identified the barriers of achievement for our priority students as:

- Basic needs (food, housing, clothing) unmet
- Social stigma and feelings of exclusion
- Lack of cultural responsiveness by school
- Low expectations of student by school and/or family
- Lack of meaningful relationships
- Lack of involvement and/or commitment to education by wider family

As outlined at the start of this section, our Learning Model has been well researched with regards to best practice to overcome these barriers and raising student achievement. It integrates the latest findings in neuroscience and effective teaching practice into our curriculum delivery.¹⁸ We are confident that this positive model for learning will achieve significantly higher result for our priority group, and inspire greatness in students and whānau to be leaders that make a difference in world. In particular 3 elements of our learning model will see significant raise in achievement:

I. Relational and Responsive culture

Relationships and connectedness in a culturally responsive environment are key qualities that make teaching and learning more meaningful¹⁹. Our school provides this through strong, meaningful relationships between teachers, students, and whānau. Key to this are the following:

- Whānau-focused: whānau at the center of the Learning Model
- Whānau-inclusive learning plans

To further strengthen this relational environment is the continuity of care the school will provide. Transitions from one school to the next are a key point where students become disengaged in education²⁰. Our school offers seamless transitions from ECE to primary, and later intermediate and high school. Any child who enrolls with us, from day one, will be able to stay with us until they leave school to pursue tertiary qualification. Through being on the same campus, having the same pedagogy and guiding principles, and establishing a nurturing and caring culture for relationships between adults and children, students will engage deeply in their own educational journeys.

II. 4 keys to Powerful Learning

Key to our teaching and delivery is customized, self-directed learning. Our learning will be teacher-framed and student directed, The design of the 4 keys to powerful learning model focusing on shifting the locus of control from an external drive to an internal locus of control. This will improve achievement outcomes by providing:

- Learning that is 'interest-based'

Children learn concept before detail. Numeracy and literacy is taught in the context of real world concepts that have arisen out of children's interest.

As student progress through the school their curriculum unfold based through inquiry-learning and design-based projects that are connected to their interest.

- Sense of competency – "I can do this"

In conventional education students often learn how they are not successful, and continue to be, because they are unable to discover what it is to be successful. Through Individual

Learning Plans and Capacity Maps, children learn what they have to do to be successful in their learning. This helps to breed confidence in children to explore new situations. Success breeds success.

- Sense of autonomy – “I am making a decision to do this”

By giving Ākonga choice in what they are learning it empowers them to take control of what they are learning.

- Sense of meaning – “I understand why I am learning this and see the benefit of it”

By attributing meaning to learning through providing real life, hands on experiences, children are much more likely to engage in learning.

III. High Achievement Pedagogy

Integrating elements of learning and teaching identified by John Hattie as making a significant difference in student achievement including:

- Self-Assessment (via Capacity Maps and Learning Stories)
- Formative Assessment (via Individual Learning Plans, Learning Stories)
- Acceleration (via meaningful and emotionally connected learning experiences, music and movement)
- Reciprocal Teaching (Āko, peer-presented workshops, manaakitanga)
- Whānau –focussed positive behaviour for learning systems (see Q19)
- Food and Exercise (We will endeavor to provide breakfast and lunch for students)

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

Stage 2 will offer NCEA level 1 – level 3 for students. (See Q28 for implementation plan to gain accreditation for the school).

8. 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..

Because of our Learning Model

As states in Q3 & Q4 our learning model is designed around research about philosophy, pedagogy and culture that will raise achievement in learning for all students in all areas from our priority group. In this environment where students have a sense of belonging they will be more likely to engage in learning and hence higher achievement.

Accelerated Learning

Research shows that teacher/student interaction is the single most influential element in student achievement. That is why all our staff will have extensive training in proven accelerated learning strategies²¹. Our pedagogical advisor, Dr Jeannette Vos who is the author of the best selling book *The Learning Revolution*, will work closely with the teaching staff to implement strategies to make learning meaningful and stimulate the emotionally connected. Strategies include music and movement, linking and learning and other elements of teaching that have shown significant results.

These cohesive, school wide teaching strategies contribute towards our student achieving our performance goal of >85% achieving at or above national standards in all areas at the end of stage 1.

Whānau involvement in specific programmes (Numeracy and Literacy)

Whānau based learning

Evidence-based research shows that engaging the whānau in learning alongside the child results in improved literacy and numeracy for all²². Specifically, that literacy is primarily a social activity and that literacy and numeracy learning is interwoven within the contexts of people's lives²³.

Our Kaitiaki will work alongside Whānau on development of Whānau Learning Plans (WLP) as a part of our Moving In-Through-On process. They will educate them on National Standards and we will adopt programmes that have already shown significant evidence of raising achievement for our target group. These include **Kenan-based programmes** and **BES programmes** such as 'Hei Awhiawhi Tamariki ki te Panui Pukapuka' ('HPP')²⁴, PAFT, Reading Together²⁵, Home Interaction Programme for Parents and Youngsters²⁶ and Literacy Aōtearōa Whānau Literacy programmes²⁷.

Reading Together

A research-based workshop programme for teachers, parents and children that helps parents to support their children's reading at home more effectively. It has shown statistically significant and sustained gains in students' levels of reading comprehension over time²⁸. The programme fits within our philosophy of whānau-centered learning.

FirstChance reading programme

FirstChance is a research-based, published and replicated programme²⁹. It focuses on specific populations, and has successful results in communities with a very high percentage of Māori/Pasifika and/or immigrant children from non-English speaking, low socio-economic backgrounds.

Developing communities of Mathematical inquiry (BES)

This programme details the way in which two teachers accelerated the mathematics achievement of their year 4 to 6 students, most of whom were Māori or Pasifika. The pedagogy that supported this improvement is relevant for all students at this school.

Other programmes

Specific programmes adopted will be an ongoing discussion with the Principal and the learning community. Having a culture of teachers as researchers, working alongside the Creators Research Institute, and a strong emphasis on professional development will ensure that the quality of the programme is regularly assessed and we will be responsive to implement the most effective programme for our Ākonga that fits the culture of our school.

These programs include those designed to assist students and their whānau to treat themselves and each other positively. This includes the 'Friends for Life' EQ programme

Learning Camps

Through strong focus on assessment, students who are struggling to achieve will be identified and take part in Learning camps. These camps will be taken by highly trained staff who will specialise in unblocking the barriers to learning. These will run for 10 days every 6 months overseen by [REDACTED] s 9(2)(a) OIA

Individual Learning Plans

Each child will have their own path to success with the ILP. Having the teacher facilitate the students learning, in conjunction with whānau and informed by assessment data, it will ensure that no child slips through the crack of under-achievement.

9. If you plan on targeting Māori students, outline your plans for:

- c) 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
- d) supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx

Our focus will be to provide an effective education for Māori students alienated by their previous educational experiences, and for the children of care-givers who themselves were alienated by their own educational experiences. Our educational advisors have a background in providing the environments in which students from this background achieve success.

Professor Angus Mcfarlane will work with us to implement pedagogical strategies and our relationship building strategies. The success of our students will be the result of the strong synergy between these two strategies.

The school will be a culturally safe school for Māori students³⁰, in which they will be supported to achieve success in learning. This safe school will be established and maintained by the following strategies:

- **Aroha**; showing close concern for the well-being of each individual and offering whatever is needed to maintain their well-being.
- **Whānaungatanga**; positive relationships between student, whānau and teacher will be fostered by open and full communication, setting educational goals jointly with student and caregiver, and a positive relationship between students and staff in every classroom.
- **Manaakitanga**; a mutual caring relationship will be fostered by EPIC commitment to student and whānau support.
- **Ihi and Mana**; the maintenance of meaningful relationships, and of acceptable behaviour which contributes to successful learning, will be by the recognition of the mana of each person, student, teacher and caregiver, and their rights to be given respect, and the obligations that come with that respect *"this will allow Māori students to be who individually and what collectively they are."*³¹
- **Wairua**: the recognition that there is a spiritual aspect of being human. Each day will begin with himene, karakia, and mihi; lessons will begin with karakia and mihi; the school day will close with karakia.

Pedagogy, curriculum and Individual and Whānau Learning Plans will focus attention to the several dimensions of human learning and well-being. That is, **taha tinana** (physical), **taha hinengaro** (academic), **taha wairua** (spiritual), and **taha whānau** (social). The pedagogy of the school will promote Māori student success by utilising Māori preferred ways of learning. These methods will also promote non-Māori student learning, and the learning of students from LSE homes. This pedagogy will include:

- **acknowledgement**: the overt acknowledgement of the significance of the student
- **celebration**: the group celebration of work and contribution to the well-being of class and school
- **mentoring**; the tuakana/teina tikanga will be part of the class working to achieve success

- **honouring:** showing respect for each individual's talents and recognising their success
- **honouring ethnicity:** showing respect for each individual's ancestors and culture

Pedagogy will encompass discussions of the relevance of the learning to

- **Te Ao Māori**, the world of the Māori
- **Te Ao Pākehā**, the world of non-Māori
- **Te Ao o Mua**, the past
- **Te Ao Hurihuri**, the present

Supporting tikanga Māori within the school

This use of Te Reo at significant times will illustrate the schools respect for, and support for the use of the Māori language. As such, the operations of the school will include Māori language in the following situations:

- Board meetings, opening and closing karakia
- mihi to visitors to the school
- the beginning of each day, karakia and himene
- the beginning of each lesson, karakia, mihimihi
- the end of each lesson, karakia
- meal times, karakia
- formal assemblies, karakia himene

Other strategies include the following:

- The school's curriculum will include Māori history and tikanga Māori for all students.
- Te Reo Māori will be compulsory for all students\
- All staff will be expected to have at least level 5 Te Ara Reo Māori
- Members of the community, who are Māori, will be invited into the school to assist with the delivery of the curriculum. They will be encouraged to use the Māori language and relate relevant **whakatauki**, **purakau** and **pakiwaitara**, as appropriate, to the content of the learning they are assisting.
- The caregivers and their community will be encouraged to be part of the schools co-curricular activities, such as sports, arts and culture, waiata, haka, poi, rarangi, ti rakau, whakaari.
- The inclusion of Māori language as an integral part of the school's operations and the students learning will recognise the unique place of Māori and the Māori language in the world and in New Zealand/Aōtearōa in particular.

These strategies will combine to give a strong support to the Māori language in education and encourage students to learn the language.

10. If you plan on targeting Pasifika students, outline your:

- e) **plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.asp x ;**
- f) **how the school will build its own Pasifika capability; and**
- g) **how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success**

Within Hamilton City the Pasifika community comprises approximately 4.8% of the population, or 6,795 people³². As approximately 2 in 5 Pasifika nationwide are aged under 15 years³³, it is estimated that within Hamilton City we have around 2,718 youth under the age of 15. As such, we are anticipating the enrolment of some Pasifika students due to alienation by their previous experiences within the education system.

In addition to the overarching focus of providing a safe environment for Māori to achieve success, the strategies will also provide a safe environment for Pasifika students. Strong contact and clear frequent clear communication and inclusion of the Pasifika caregivers and the Pasifika community will create a positive attitude to the school and its goal of student success.

As part of the curriculum studies of the ancestry of Māori and the tupuna who lived in Polynesia, the **purakau** and **pakiwaitara**, the reference the tupuna's homes in Polynesia, "will encourage Pasifika students to be who individually and what collectively they are"³⁴.

The **pathways to success for Pasifika**³⁵ align with much of the proposed direction of the school, and include - but are not limited to - the following :

- Broad, inclusive approach to education
- Recognising potential as well as performance
- Collaborative, co-operative as well as independent approach
- Support, encouragement & mentoring
- Contextualise classroom programme
- Relationally based education
- Pedagogical and culturally responsive classroom.
- Leadership strand-practise makes perfect
- Teachers to raise their expectations from the stereotype and deficit model

Should the number of Pasifika students become large enough then the school would be able to organise co-curricular activities that involve the Pasifika community and maintain Pasifika cultural skills.

11. Outline how you will ensure an inclusive environment for students with special education needs, including:

- h) how the school will demonstrate inclusive practices;**
- i) how the school will build its capability to address the needs of students with special education needs; and**
- j) how partnerships with parents with students with special education needs are used to achieve education success.**

It is our fundamental belief that all adults and children with special needs be incorporated into any programme we offer. We will consider each case individually in order to determine how we can best cater for each individual's needs. The school already designs and implements ILP's for each student, and utilising our templates (See Appendix 4) in conjunction with MOE guidelines for constructing IEP's for students with special education needs, we will work together with students, their families and appropriate service organisations in setting and meeting appropriate social, emotional, and educational goals. Specifically, the school will be a responsive school in these particular ways;

Philosophy

Inclusive schools value all students³⁶. Effective inclusive practise starts of with the fundamental belief that all adults and children with special needs be incorporated into any programme we offer.

Property

Any premise we renovate or build will be a friendly place for student with special needs. This includes things like ramps, bathrooms and integration of technology.

Professional Learning

Staff working with students with special educational needs will be provided with professional development opportunities, as well as in-class mentoring with specialist. Strong relationships initiated and maintained with external agencies by the Kaitiaki will further enhance the network of support for teachers. Staff awareness regarding issues relating to disability and the impact that inclusive practice has will be addressed at the whole-school level.

Pedagogy

The suggested Learning model models and embraces many of the suggested cultures and pedagogies that have been identified as good practise for students with special educational needs. This includes caring cultures (for example, manaakitanga), individual education plans, and narrative assessments (for example, learning stories). We will include include specific academic achievement feedback in our self review to our board and performance achievement goals will include goals for performance of student with special educational needs (in collaboartion with specific agencies) .

12. 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.

Stage 2 of development will see us progressively begin to operate a secondary school. In year 4 of operation we will add year 9 and year 10 to our school. Effectively year 7 to year 10 will then form a junior highschool (similar to the model of Hamilton Junior Highschool where our Board member [REDACTED] have assisted the school in accreditation and curriculum). Integrated into this model will be elelements from the succesful Alternative

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Education programme ran by Joe Graham which have seen many year 9 and year 10 students reenagage in education.

The Learning model does not require 'minimum' numbers for specialist subjects to make the delivery of the subject viable. Using self directed learning, students access 'teaching' online, or through consultation with a specialist. The specialist may be a staff member, or a contracted specialist teacher that come in on a needs basis. Learning experiences, like labs and experiences are done under the guidance of these specialists. Facilities will either be in-house or we will be in partnership with Wintec and Te Wānananga to access their facilities for a negotiated rate.

Workplace internships cost will be negotiated with each business but early indications show that business are eager to view this as philanthropic development and these won't carry any cost. By partnering with Te Kura/The Correspondance school a wide range of subjects can be offered and delivered through an Individual Learning Plan. There would be 1 FTE staff member employed for every 18 children at the secondary school. Ākonga will be in whānau groups with their mentor who will work closely with them to set up their Inidividual Learning Plan and help them achieve their goals.

The Learning Model helps to bring overheads down, as the need for minimum class numbers, as well as the need to employ a wide range of narrow focussed staff. It opens up the possibility of contracting in specialist staff once a week to run through curriculum area that may need attention and allows a smaller high school to run a much more comprehensive and 'full' curriculum'

13. 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).

The sponsor intends to work with Creators Educational Trust to deliver a high quality, culturally responsive Early Childhood Education (ECE) for years 0-5. It is our intention to have Early Learning opportunities available on campus, however, we do not expect all new entrants to be coming from the ECE onsite. Therefore it is our priority to build strong relationships with centres and their whānau within priority catchment areas (suburbs as outlined earlier in this document).

The ECE building will be separate to the primary school but on the same campus. This will make it easy to manage the separate regulations. We will make the transition between ECE and Primary Schools seamless for tamariki and their whānau. We see many advantages in having this arrangement to strengthen relationship between the two 'sectors.' Our junior primary school will implement many of the same practises as our ECE centres, including being open to employing ECE teachers for junior primary syndicate.

14. Detail tests, measures and tools, or other assessment tools that you propose to use, including:

- k) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**
- l) how assessment and/or aromatawai will be used to tailor instruction.**

We believe that the failure to achieve in school assessment is a major factor in the student's alienation. As such, our attitude to assessment has been carefully considered and is the result of much research, consultation and discussion with experts in the field. We will assess our students in a manner that will instil confidence and reduce school alienation.

Our assessment follows the concept of Formative Assessment³⁷, and follows on from the 4 keys to successful learning (Figure 4): student autonomy, interest, competency and relationships. Assessment is a key part of our learning model and a cohesive, school wide approach to assessment will be guided by professional development, peer coaching and cohesive leadership. In particular, we believe that the characteristics of assessment³⁸ that promote learning are:

- embedded in a view of teaching and learning of which it is an essential part;
- involve sharing learning goals with students;
- aiming to help students to know and to recognise the standards they are aiming for;
- involving of students in self and peer-assessment;
- providing feedback which leads to students recognising their next steps and how to take them;
- underpinned by the 'potential' approach to children's learning
- involving of both teachers and students in reviewing and reflecting on learning.

Tools for assessment: Self-Assessment

Our learning model is underlined by the belief that the locus of learning resides within the learner³⁹. Self-Assessment in this context is thus "a forward-looking process whereby learners critically evaluate the quality of their current performance against an expected standard and then take action to close the gap between what has been achieved and what is desired"⁴⁰. As the student progresses through the school the teacher will do less directing of the learning and the student will learn to take greater ownership of their learning and assessment. Kaiako and students together establish criteria that clearly identifies what success looks like in their learning goal, and how to achieve this by having visual aids/exemplars or quality benchmarks and success rubrix.

Children use self-assessment to determine levels and areas of success. We will use several assessment tools in guiding a student in acquiring the reflexive habits of mind⁴¹ that will enable them to share the responsibility for learning and assessment:

Individual Learning Plans / Learning Stories

Children will meet with Kaiako fortnightly to reflect and review their learning goals. **Learning stories** and **reflective journaling** will be used as a form of narrative assessment to assess the key competencies as outlined in the NZC framework of our Learning Model. In particular, these Learning Stories will be used to assess the student holistically through the bi-cultural lenses suggested by our curriculum.

Individual Learning Plans (ILP) will be set approximately once a term with the student, their whānau, they teacher and the Kaitiaki. The ILP will contain learning goals, identify learning styles and strengths, the students interest and a plan on how to achieve the learning goals. Learning stories will be used to track the learning process and outcomes in relation to the students learning goals and kept together in the child's Individual Learning Portfolio.

Capacity Maps

Capacity maps are another tool that we will use to aid children in self-assessment. Capacity maps clearly outline the steps that children need to take in order to be successful and invites them to self-assess their learning based on Blooms Taxonomy. Students progress from 'I need help with this', to 'Most of the time I can do this by myself' and eventually to 'I can teach others'. Capacity maps are sty up alongside 'Quality Standards' which allows the student to

see exactly what they need to do in order to achieve quality in a particular area. This gives the student confidence that they are able to achieve the learning goal.

Tools for Assessment: Peer Appraisal

Embedded in sociocultural context of our philosophy is the importance of constructing knowledge and understanding in the context of the group. A culture of mutual trust that values feedback from peers will be essential in each classroom. In this culture teachers facilitate and encourage discussion about the meaning and process of learning that is taking place and the groups forms theories together.

Those who are more skilled in certain area will be used to teach other who have assessed that they need some help in an areas, in the spirit of tuakana-teina. Our capacity maps will empower children to become teachers in areas they believe they are excelling in, and our structure of workshops and caring relationships will allow this to happen.

Tools for Assessment: Documentation Panels

“Documentation is an integral part of the learning and teaching process of the children and teachers. In the process of learning through documentation, we become aware of that learning and its value; we assess it.” Carlina Rinaldi, Reggio Educator

Robust discussion and making children's thinking visible using aesthetically designed documentation will allow children to continually reflect on each other's work and contribute positively to goals of the group. Process is valued as much the quality of the end product, therefore work – in – progress is displayed and children and whānau invited to respond to the work in progress.

National Standards

The aim in measuring a student's achievement and progress against National Standards is to track progress, and signal progress but not to signal failure. High achievement in National Standards is a key performance goal for the school and careful thought and resources will be allocated to monitor progress of the school through robust self-review. There will be a focus on home-school partnership in the way we approach assessment of children in relation to the National Standards. The focus will be in involving and educating whānau around National Standards and giving them specific tools and structures to support their child's learning.

Following on from findings of Best Evidence Synthesis (BES) The Complexity of Community and Family influence in Children's Achievement in New Zealand and the successful implantation of the Mutukaroa programme in junior schools, EPIC will use the following framework for National Standards Assessment:

- Students are assessed on school entry at 5 years old, then again at 5 ½ and then 6 and every year after with the intention of tracking progress.
- At each stage the data is reviewed by the team leader and discusses any issues with the teacher, and agrees with the next step in the child's learning journey
- Parents and Whānau are then invited to 45mins-hour long meeting with Kaitiaki to discuss the assessment and learning goals.
- Parents and Whānau receives literacy and numeracy learning tools to use at home and bring back when their child has mastered their current learning goals
- Using a methodical approach the Kaitiaki and Kaiako establishes 10 week targets co-constructed parents, whānau and ākonga. These targets becomes the basis of the next review.

In their learning programme the student will be asked to complete appropriate assessments selected from the following assessment tools:

- e-asTTle tools for Y5-10 and where appropriate for lower and higher years,
- e-asTTle writing tool for Y1-10
- PAT punctuation and grammar Y4-10
- PAT mathematics Y3-10
- PAT listening and comprehension Y3-10
- PAT reading comprehension and vocabulary.
- STAR reading test Y3-9

The results from these tests will be aligned to the National Standards using the MOE tools for such an alignment. These assessment results will be recorded both electronically and as a paper record and used to track the students' progress along their individual learning pathway and their progress in reaching the successive National Standards. Other meaningful assessments include the following:

- Oral Reflection and Presentation (Daily)
- Exhibitions
- Inquiry proposal forms
- CLOZE tests on material to be used by the student
- Running Records.

*See also Section 5 for our table on how assessments will be used to determine qualitative and quantitative measures of success.

Tailoring Instruction

The EPIC Learning Model relies heavily on assessment for learning. Our assessment data informs our planning for learning. Through using the approach of 'Noticing, recognising, and responding'⁴², we observe student's learning, seek to understand it, and then put our understanding to good use.

Embedded in the **Individual Learning Plans** are **self-assessed** planning for future learning, as well as tracking of goals against success criteria. Teachers, together with the students, will be involved in what needs to be done next for the student to achieve their goals. In particular, Creators will use and adapt the **Learning Stories**⁴³ to inform individualised planning and use it as a tool to assess key competencies. Learning stories will be used to capture the child's interest and goals and curriculum will be customised around this. This helps to make learning meaningful and purposeful.

15. Explain how your school will:

- m) work with students, parents, families/whānau and community to promote high attendance levels**
- n) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations**
- o) 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**
- p) communicate with parents/families/whānau and community concerning the school's progress and achievements**

Our school is a whānau-focussed student-centred school and the systems and structures we have set in place have been carefully thought through to facilitate this philosophy. In particular the creation of the role of the Pastoral Kaitiaki will facilitate and support teachers, whānau and students to strengthen learning outcomes for everyone through strong home-school partnerships.

The Pastoral Kaitiaki

The role of the Pastoral Kaitiaki is to engage in whakawhānaungatanga and help to establish whaiwāhingatanga. They play a significant part in identifying and overcoming barriers to achievement for ākonga and whānau and assist in identifying pathways and structures to overcome these barriers. They carry out the schools mandate to 'enrol the entire whānau' through Whānau Learning Plans and provide tools for whānau to assist their children in achieving their goals and aspirations, as well as the collective goals of the entire whānau. Through being well connected, well-resourced and well trained the Kaitiaki takes on the roll as a networker, a facilitator, and educator and a pastoral support person for whānau which in turn strengthens the home-school partnership.

The Kaitiaki collaborates with the Kaiako to implement the schools **Moving In-Through model**. This model is a high-touch model, and each stage is geared around critical phases in a child's educational journey. Our stages are explained in detail below, alongside diagrams outlining the process:

Moving In – Whakatau Mai

The focus of the Moving In process is to set clear goals and pathways for students. It is essential that we are clear of the commitment from both EPIC and the whānau. It is vital the students are helped to build a bridge for their learning – once that bridge is built for them then their whānau will also be able to use the bridge, and their children will follow in their footsteps. The moving in process will take place in the first 2 weeks of a learners journey with EPIC, from their expression of interest, enrolment, and the induction process. It will involve the kaitiaki, kaiako, whānau, and peer mentors. The stages of the Moving In Phase are as follows:

Stage 1: Introductions

Engagement with the wider whānau begins during the enrolment process. By taking the time to meet '**kanohi ki te kanohi**' prior to beginning schooling with the student and their whānau – **in** their home – EPIC will ensure that the kaupapa of the school and its focus on relational networks is evident from the very beginning of the enrolment process. Not only is meeting face-to-face an important part of Māori culture, but it provides opportunity to make connections – to engage in **whakawhānaungatanga**⁴⁴.

The initial enrolment home visit will be conducted by **Pastoral kaitiaki**. (A further visit to the school to meet with teachers and **school staff** will occur after the initial home visit). During this visit opportunity will be given to discuss potential barriers to attendance. These may be as simple as making allowances for transport or outlining that the school day includes breakfast and lunch for all students.

For new entrants students coming from ECE, kaitiaki will work to build relationship with the students, their ECE teachers and their whānau prior to transitioning to school.

Following on from this, a variety of assessment tools, including needs assessment, literacy and numeracy assessment, learning styles assessment will be conducted and utilised in the development of Learning Plans for both the student and their whānau (see below).

Stage 2: Welcome

A **Pōwhiri** for all new students and their families/whānau at the school grounds will occur at the beginning of each school year (and as required). At this welcome function students and families/whānau will be warmly greeted by the school principal and school staff. This will give Creators opportunity to express **manaakitanga** to the families, providing a meaningful way for connections to be made and relationships affirmed – over food⁴⁵.

A **‘Whānau Learning Plan’** (WLP) in conjunction with the students **‘Individual Learning Plan’** (ILP) will be developed, and these both signed off by the student, whānau and appropriate staff members. For students, the plans will cover the **Academic Plan, Personal Plan, Community Contribution Plan and Career & Education Plan (where applicable)**.

This plan will focus on the student’s areas of strength and interest to get them started on their educational journey in Epic. It will look at external factors that may cause an issue or barrier to learning, for example, transport, living situation, limited whānau support, financial barriers. The second part to this is the core components aspects where senior students will engage in Leadership Development, Cultural Development.

Whānau Learning Plans

In the development of WLP’s for all whānau we will build on current models, in particular that from the Ministry of Education (Mutukaroa) and **Te Puni Kokiri** (Whānau Ora). **Mutukaroa** is a home-school learning partnership that seeks to accelerate learning progress and achievement for students in years 1, 2 and 3 by fostering the active engagement of parents and whānau in learning partnerships, and to provide them with the tools and knowledge necessary for them to support the development of core skills in their children. As such, it is an ideal program for developing within the context of our school.

First and foremost the WLP will identify opportunities of strength, skills and interest of the whānau and identify ways to actively engage them in school life. Secondly they will provide training needed (for eg in National Standards) to upskill whānau so they feel confident to engage in their children’s educational journey. Thirdly they will help to identify areas and aspirations for their own journey to transformation.

Te Puni Kokiri, through the delivery of Whānau Ora and targeted services, have identified key aspirations for whānau. These aspirations are commonly centred around the following areas:

- Whakawhānaungatanga
- Life/personal skills
- Manaakitanga
- Housing
- Health/Disability
- Education/Training
- Employment/Finances
- Cultural identity
- Safety

Many these aspirations are inter-connected, as are the barriers to achieving these aspirations. It is imperative to recognise this inter-connectedness and to work holistically with all whānau members in achieving their aspirations.

Pastoral Kaitiaki will work with whānau in determining which areas are of significance and in developing a practical, empowering way of removing barriers and overcoming challenges. Once this have been identified, kaitiaki can then work in conjunction with the relevant and appropriate community and social services in order to support whānau members to achieve their goals and to become transformative leaders in their community.

Moving Through – Te Aupikitanga

The moving through process is the commencement of the student education journey. The focus of the moving through process is to support the student and their whānau during their educational journey. The support for students is a high touch support model that aims to keep students focused and engaged in education so that they can achieve a successful outcome. Crucial to this is an understanding of the unique situations that Māori students find themselves in (such as, for example, three days absence for a tangi) and our efforts in building relationships with students and their families beyond the four walls of the school.

Bearing this in mind, our key supports to strengthen the home-school partnership include the following:

Mentor Match (Tuakana/Teina Model):

Students will be matched with a mentor that will meet a minimum of 6 times through the year. Mentors can be current students and alumni, community leaders, industry leaders, and/or role models depending on year level. Senior students will be mentors for junior students.

Kaiako support:

Kaiako will form a consistent and influential roll in this process. They serve as a vital part in the success of ākonga. Through developing ILP with each student, collaboratively with their whānau, and reviewing it together once a term, whānau are empowered to be involved in the goals and achievement of their children.

Pastoral Kaitiaki

Pastoral kaitiaki will continue to engage face-to-face with families at least once a term in their homes to develop and review WLP's. This will help empower whānau to understand what successful learning looks like, and keep them informed about what is happening in the school

Community Programs

The extended use of schools for adult use encourages closer relationships between schools and parents⁴⁶. Parents are likely to be free to come to the school more often, and thus to become more familiar with their child's learning environment. They may be drawn into the organisation and running of activities, and can benefit from meeting other parents and talking to staff.

The abovementioned supports will aim to achieve the following:

- Meeting all school/programme key performance indicators
- Successful engagement of whānau and ākonga in school life
- Achievement of Individual Learning Plan goals
- Achievement of Whānau Learning Plan goals

Relationships between the school, whānau, and community groups will be developed and strengthened through the following:

- Regular Exhibitions and performances (School-wide and class-based)
- Quarterly whānau hui
- Development of a Parent Advisory group at the school

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

Our proposed governing board already have extensive experience and relationships with community agencies and this is a strength that we bring to our students and whānau educational experience with EPIC. We will partner with the appropriate health, social and community agencies to provide support for our whānau. In working together, and in using the school as a 'hub' for whānau support, we will ensure that our whānau receive all the support and assistance that they may need. The role of the Kaitiaki is to weave between whānau, school and community agencies that whānau or school require to be accessed. The school community will be at the centre of a collective of agencies who all have the same kaupapa – to foster the health and wellbeing of our whānau. Our board members have strong management and governing networks with the following community organisations:

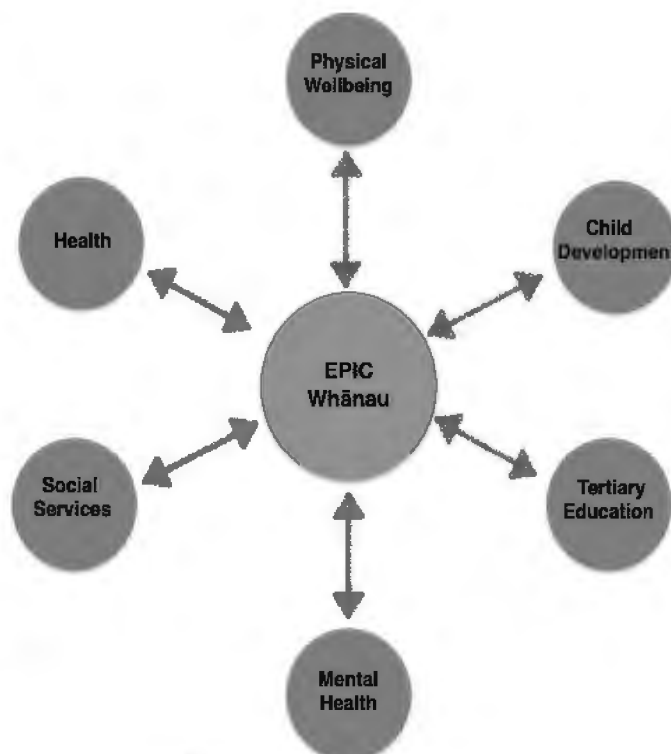


Figure 5 EPIC wrapped around with community organisations

- Life Community Services
- Taiohi Toa Trust
- Te Wānanga o Aōtearoa
- CYF Care and Protection Panel

Existing partnerships have already been established in the community through positive and collaborative interagency relationships, and have positive working relationships with the following organisations:

- Te Kohao Health
- Youth Guarantee Network
- Barnados
- Hamilton Abuse Intervention Programme
- Child Health Clinic
- Child Development Centre
- Te Whānau Putahi
- Plunket
- Family Start
- Family Works
- Nga Ringa Awhina
- ICAAMHS
- Ministry of Education: Special Education and Intensive Wrap Around Service.

Through building on these existing relationships, Kaitiaki will connect whānau and services together in culturally responsive way to meet the needs of the students.

17. 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.

We have partnerships with **Wintec** and **Te Wānanga O Aōtearoa** to further enrich their educational journey and cultural understandings. We also have a partnership with FutureForce Waikato who will assist us with workbased internships for our students. We intend to partner with the **Hamilton City Council** to provide connections to a sense of place and pride in their City.

18. 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.

N/A

19. Explain and provide evidence to support your proposed school calendar setting out:

q) the daily hours of operation;

- We will be open from 8am – 4pm.
- We will endeavor to provide breakfast and lunch for all enrolled children.

Rationale and evidence:

- For children from low SES backgrounds, the provision of meals significantly contributes towards educational success and reduces stigma associated with lack of food and/or targeted provision of food⁴⁷.
- A longer school day also significantly contributes toward the quality of educational experience, particularly for children from deprived backgrounds⁴⁸.
- A longer school day provides for more time on task, intensive instruction as needed, as well as opportunity for all students to engage in meaningful co-curricular activities provided by the school.⁴⁹
- Students tend to do better in environments which are stable, consistent and predictable, in environments that provide emotional support⁵⁰.

r) indicative student timetables; and

School Day

Whilst most schools and educational facilities operate on a highly structured timetable where children are grouped by age, we propose to offer a more innovative and flexible approach. We want to move to a place where children have as many opportunities to learn what they what, and at when they want to. Such an approach is more reflective of current good practise in ECE and for senior students currently in place and working well at Tai Wānanga. Our approach is outlined below:

Daily Timetable

Our approach is based on the concept of the Waikato River. The mighty Waikato flows from Taupo, provides sustenance to the Waikato, and meets the sea at Port Waikato. At any stage along this journey, people can join with the river, journeying upon it until they reach the vast expanse of the ocean. When the Waikato river reaches Hamilton City, it is crossed via 5 bridges. Our timetable is thus broken down into 5 key areas that will provide bridges for our students from their world into educational success:

- | | |
|------------------------------|------------------------|
| • Formal Instruction | • Nature Exploration |
| • Investigation/Inquiry Time | • Specialist Workshops |

- Co-curricular Activities

A Day at Creators School: Standard Timetable

For the purposes of this Proposal, we have structured the timetable in the familiar way. However, we envisage this day like that of a river – you can join in at any time, with multiple activities occurring during the day, structured and timetabled around individual and group sessions, stages that students are at with their inquiry, learning intentions. availability of artisans and artists, and specific identified needs of the students and their whānau. Again students taking ownership and control of their learning is at the forefront.

Time	Activity	Details
08:15-9.00	Breakfast	Karakia, Waiata, Mihimihi, Panui
9:00-10.30	Morena Hui Formal Instruction/Workshops	Reflection Formal Numeracy and Literacy teaching Optional and Compulsory Workshops
10.30-10.45	Morning Tea	Karakia
10.45-12.00	Inquiry/Design Time	20 mins to 'tune in' 45 mins to 'Investigate' 20 mins to 'reflect'
12.00-13.00	Cooked Lunch	Cooked lunch / shared meal Karakia
13:00-13:30	Nature exploration	Exercise Nature walks
13.30-14:30	Specialist Subjects / Workshops	Optional skills classes ICT Art Construction Friends for Life Rock and Water etc
14.30-16.00	Co-Curricular Activities	Theatre Sports Dance Music
16:00	Day ends	Whole school hui: Exhortation, karakia

- s) 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.

As outlined previously, in the Moving In-Through section, there will be regularly scheduled (quarterly) hui with students, whānau and teachers with regard to Individual and Whānau Learning Plans. Assessments will be conducted as appropriate with regards to the topic. For more on Assessments please see Question 10. Formative Assessment is weaved into everyday through specific reflection times build into Morena hui and Inquiry times. Student take time during this time to fill in their ILP and write Learning Stories.

School Year: Term Planning

The first term of the school will be focussed on embedding our school tikanga. Whakawhānaungatanga will be practised through swinging the curriculum towards culture

building activities. This includes a focus on theatre, dance and music (A school wide performance show to be put on at the end of Term 1), as well as team building settings such as school camps and community projects. Through providing these activities early in the year we will build a foundation of relationship and trust from which the rest of the academic learning can springboard from.

We propose to run our school 40 out of 52 weeks of the year, and to provide high-quality, targeted holiday programmes that are tailored to the specific needs of our families for an additional 8 weeks. Doing so not only improves the use of the resources tied up in school buildings but also better serves priority students through the provision of a second home to young people during the holidays⁵¹, and contributes towards the educational achievement of priority learners⁵².

The holiday programmes we offer will be similar in educational philosophy and approach to our learning model, with funding through current available options (such as OSCAR approved, HCC grants, etc). Specific programmes on offer will be determined in conjunction with identified needs, community interest and connections, as well as staffing strengths and interests. For example:

- Focussed Accelerated Learning day camps
- Whānau-focussed projects
- Creative Art day camps
- Environmental awareness programs

Our focus is on meeting the needs of our target group. Evidence suggests that, for priority learners, stable, consistent and predictable environments result in improved educational outcomes⁵³. As such, it is our intention to provide a continuity of care that is consistent with the EPIC school environment and educational approach.

School wide Professional Development for our staff will be done during term breaks as well as during two 'teacher only' days that will be scheduled throughout the year. Teachers will be given release time, as negotiated in their teacher assessment and PD plan to attend specific workshops during the year.

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

Philosophy⁵⁴

EPIC is a school that is founded on the philosophies and methodologies of Positive Behaviour Systems, Incredible Years Parent & Teacher Programmes Restorative Justice⁵⁵ practices Cultural Safety⁵⁶ that promote Te Ao Maori in a social constructivist manner.

This means that there will be clear school wide rules and systems for managing both positive and negative behaviour, and that compliment MOE guidelines for professional practice and the management of students

Methodology

The staff will co-construct the initial Positive Behaviour framework that will subsequently be developed in conjunction with the school community and utilised by all. In order to establish a Positive Behaviour System across the school it is critical to involve both the staff and community in the development of this system so that it accurately reflects the needs and

cultural practices of all. Key to the establishment of this system will be core beliefs - self-directed learning within a teacher supported framework (whānaungatanga, manaakitanga); mentoring by others (tuakana teina); mutual respect (ihi and mana), and positive restorative practices that will engage the student and minimise any disruptive, or dysfunctional behaviour within our learning environment. The overall belief that we are one family (aroha, kotahitanga, whānaungatanga), we respect each other (whakamana) and we support each other (awhinatanga) will be a core component in the daily interactions and management practices for all. The pepeha, 'Ko au ko koe, ko koe ko au – I am you and you are me' further explains the kawa and tikanga of the school.

Our methodology of dealing with occasions whereby students act in a disruptive and/or a disrespectful manner is built within the whānau concept of discipline as outlined by Macfarlane et al., (2008). This regards the total school as constituting a single whānau and:

- regards all parents as 'parents' to all children in the kura whānau
- involves teachers being called papa (father), matua (father or uncle), whaea (mother or aunty), koka (senior woman or aunty)
- regards learning and behaviour difficulties as a shared responsibility
- emphasises that needs for discipline are different
- emphasises that types of discipline are different

These principles will be embedded in the framework, called The EPIC Way. It will have clearly specified procedures for rewarding and promoting the appropriate school conduct and specific processes to follow when a student misbehaves. The processes utilised to resolve behavioural issues will be fair and restorative, with the ultimate aims of making restitution to those upset, helping the student construct positive learning from the difficulty and restoring the student back to their class and on with their learning.

Further to developing a Positive Behaviour System, and fundamental to our core belief of creating competent happy learners, emotional intelligence programmes will be part of all students and staff learning each year. In collaboration with our partner service Life Community Services the range of Friends programmes will be delivered by accredited to Facilitators to the students and staff. Specifically these empirically proven programmes are: Fun Friends (4-7 years), Friends for Life (7 to 12), Youth Friends (13-17) and Strong not Tough (adults).

EPIC will achieve this Positive Behaviour System, The EPIC Way, by working inclusively with all staff, whānau and community, and Kaitiaki staff from Life Community Services. All teachers will be trained, coached and mentored in the Incredible Years Teacher Programme. All Kaitiaki staff will be accredited in the Incredible Years. Internal Professional Learning Modules will be designed by field specialists in order to ensure all staff are familiar with restorative practices and Te Ao Maori perspectives. These modules will develop both staff knowledge and skill so that they have a clear understanding of the philosophy and culture of EPIC and The EPIC Way.

Such a methodology generally does not progress to standdowns, suspensions and exclusions. However should the situation arise where such action needs to be taken our policies and procedures for this situation are stated in our response to Question 33.

- 21. 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).**

DRUGS AND ALCOHOL SUBSTANCE ABUSE POLICY

The school forbids the supply and misuse of prescription or illegal drugs by staff and students in the school environment or when staff and students are involved in activities under the jurisdiction of the school. In all cases, each incident will be treated on its own merits and the commitment of EPIC to work in the best interests of individual students remains a guiding value. However some situations will require the department of a student from school.

Procedures

1. 'Drugs' as used in this policy means the improper or illegal use of any chemical substance, which may be harmful to health and well-being.
2. A medicine is a legal chemical substance which provides benefits to health. A particular substance may therefore be either a drug or medicine depending on the circumstance of use. This policy relates to 'drugs' and not 'medicine'.
3. Other chemicals eg: petrol and other solvents, are well known to cause harm to health under some circumstances, but may be legally and properly used in other circumstances. This policy relates to the improper and illegal use (abuse) of such substances.
4. Since drugs are available within the wider community, EPIC Academy will provide programmes to help students avoid and prevent the misuse of such substances. Drug education will be integrated as part of a comprehensive health education programme consistent with the Health and Physical Education curriculum.
5. Professional help, either from school counsellors or outside agencies will be available for any member of the school community with drug related problems. CareNZ provides a Drug and Alcohol counselling service to our school.
6. If a student is caught in possession of drugs/alcohol at school or in a school related activity, or there is a suspicion by staff that a student is under the influence of drugs/alcohol or has been using drugs/alcohol, then they shall be reported immediately to the Senior Leadership Team.
7. Given the circumstances the student must be escorted to the Senior Leadership Team by a staff member.
8. The Senior Leadership Team member will talk to the student and given the severity of the situation, will contact the students parent/caregiver/guardian as well as the Pastoral Kaitikai.

Guidelines for phoning parent/caregiver/guardian include:

- a) *Student found in possession of drugs.*
 - b) *Student caught taking drugs or in a group taking drugs.*
 - c) *Suspicion that the student has been using drugs or was in possession of drugs/alcohol.*
 - d) *Symptoms that the student is under the influence of drugs/alcohol.*
 - e) *Concern over the students immediate health/well-being. If there is concern over the students immediate health/well-being, then an ambulance will be called.*
1. The school will utilise the Drug Dog Service to ensure the environment is kept safe.

2. The Education Director is notified.
3. Students found with or under the influence of forbidden substances will face action which may include one or more of the following:
 - a) Parental/caregiver/whānau consultation.
 - b) Education and health advice.
 - c) Personal counselling.
 - d) Sanctions limiting involvement with peer groups and/or school activities.
 - e) Behaviour contracts.
 - f) Referral to outside agencies for counselling and/or rehabilitation.
 - g) Time out from school/stand down.
 - h) Suspension.
 - i) Referral to Police.

Factors to be considered when deciding on an action include:

- a) Repetition of the offence.
- b) Group involvement.
- c) Dealing.
- d) Attitude and level of co-operation within the school.

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

- t) **how the sponsors and/or the management team will be involved in the design and identification of such opportunities**
- u) **the support and mentoring proposed for any staff that are not registered teachers (if applicable)**
- v) **how your proposed programme of professional development will enable the school to meet the needs of priority students.**

School wide PD

The management of the school will examine data in relation to the schools performance goals, especially in regards to student achievement and engagement, and direct PD to areas of concern. The management team will be intentional about which school wide PD is provided, and will deliver it inline with the schools charter.

Individual PD Plans

School management will work with staff to determine an appropriate annual PD plan for each staff member. As part of the inquiry approach to teacher assessment (see answer to Question 39) specific professional learning required to deliver desired student outcomes will be identified and implemented. The PD for each staff member, and their prior experience/training, will be taken into consideration each year during the annual review, and plans made for the coming year. (We will use templates from the Ruia website). This will contribute towards an environment of life-long learning and continuous development throughout the school.

As part of the EPIC Way Induction Programme core professional learning will need to be completed (or satisfied through prior training/experience). The EPIC Way PD programme will cover both academic/educational and social/cultural areas:

Academic / Educational

- The Learning Revolution by Jeanette Vos.
- Family based reading programs (for example, FirstChance Reading: teachers participate in fortnightly half-day professional development sessions focused on precise observation and teaching. On-site support is provided from a Visiting Colleague who observes then engages teacher in dialectic dialogue).
- Internal Training modules on the schools learning philosophy and educational approach
- Extension sessions to sustain their developing practice

Social/Cultural

It is recognised that every interaction with the school contributes towards feelings of safety and welcome within the school. As such, all staff will be expected to engage in PD/ work towards accreditation in

- The Incredible Years Parenting programme
- Emotional Intelligence programme (Friends for Life)
- Child Matters
- Māori language fluency - we will support and encourage all staff members to further their fluency in te reo through mutually beneficial partnerships with TwoA (All staff will be expected to be working towards level 5 Te Ara Reo Māori).
- Cultural competency –all staff will be expected to engage in internal training modules with regards to Te Tiriti o Waitangi, Bicultural Practice, Cultural Safety, and Culturally Competent Practice.

The abovementioned PD programme will ensure that our staff are culturally competent and socially aware. This will contribute towards the cultural safety of the school, and ensure that the school is a safe environment for priority students.

23. 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.

- Classroom teachers will be registered, or working towards registrations (as with student teachers, for example).
- Industry specialist will be contracted in and won't be required to be registered teachers. Such specialist will include artisans and artists or media art/programming professionals in the junior school in particular. A thorough knowledge of their particular area of expertise, a willingness to share their love of their area of knowledge, and current active involvement in their field is required. This model is currently in use by Creator's in their ECE curriculum. The roll of these specialist are to provide valuable skills to the students and help them express their knowledge using the skills they learned. They will work specifically with small groups of children alongside the teachers on long term projects.
- Contractors will need to have a Diploma or Bachelor degree in their area of expertise or an equivalent in experience.
- A through induction programme will be put in place for registered and non-registered staff.
- Co-curricular activities may be taught by professionals (unless there are staff who have the necessary skills to deliver the programme), who will be contracted on as needed basis. A key part of determining appropriate contracted staff in this role will be their

cultural, social, and emotional competency and/or their willingness to engage in the PD mentioned in the response above.

- We will also contract Pastoral Kaitiaki who will be responsible for initiating and developing strong relational networks between the school, the students and their families. They will engage in home visits at the beginning of the enrolment process, help develop Whānau Learning Plans, and will continue to develop strong links with each student and their family throughout (and beyond) their time at the school. We will partner with Life Community Services with their current in-home coaches who are all Accredited Incredible Years Facilitators with social service backgrounds. One of the roles of the Kaitiaki is on developing a shared language about learning so that parents and whānau are able to engage effectively in their children's learning and school-wide learning practices.'
- Members of the community, who are Māori, will be invited into the school to assist with the delivery of the curriculum. They will be encouraged to use the Māori language and relate relevant whakatauki, purakau and pakiwaitara, as appropriate, to the content of the learning they are assisting.
- The caregivers and their community will be encouraged to be part of the schools co-curricular activities, such as sports, arts and culture, waiata, haka, poi, rarangi, ti rakau, whakaari.

6 BUSINESS PLAN

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

- g) Governance;
- h) Management;
- i) Administration; and
- j) Subcontract arrangements (if applicable).

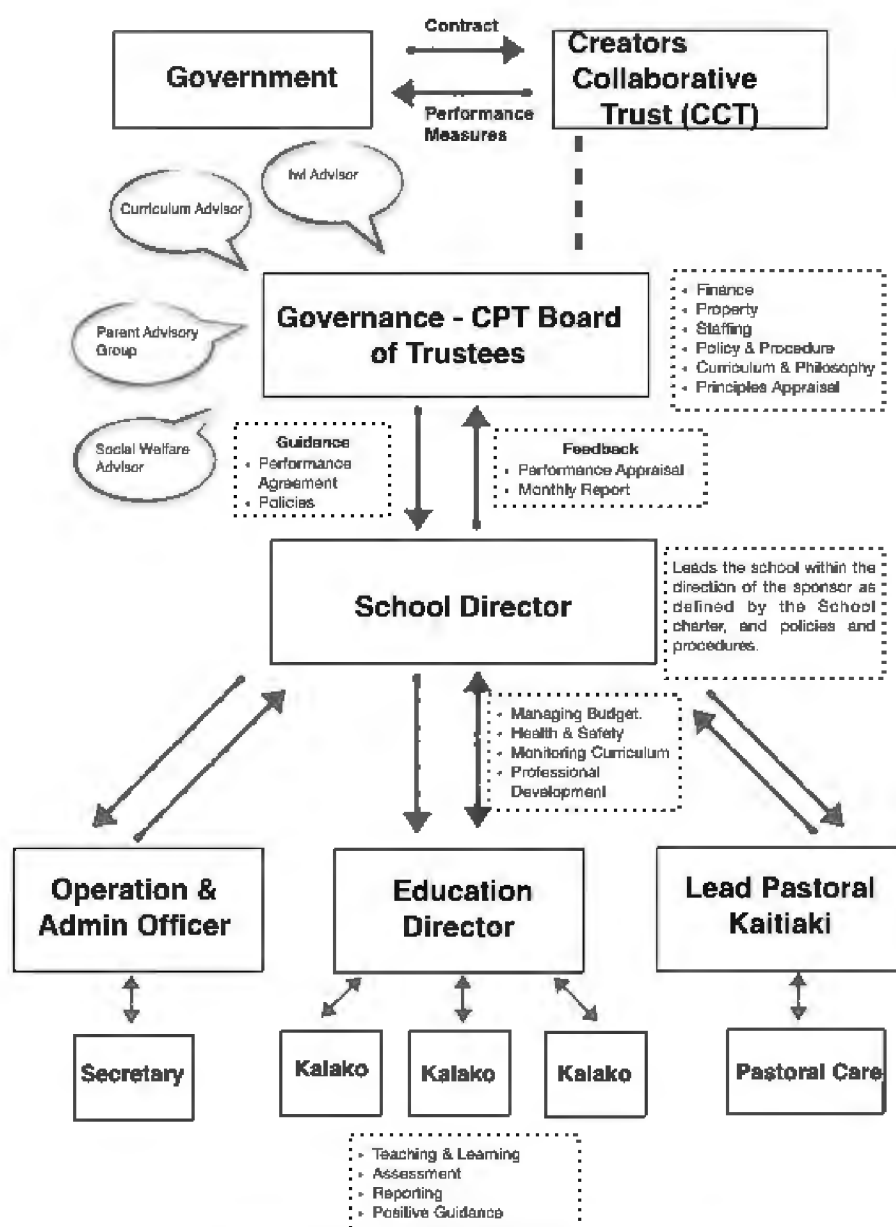


Figure 6: School Governance Structure

In Figure 10 we can see the proposed systems and structures that make up our proposed Partnership Kura, namely:

1. Creators Collaborative Trust

If EPIC Academy gains partnership status a new Trust will be set up called Creators Collaborative Trust. This trust will be the sponsor organisation and governed a board of trustees. In creating a new Trust, we ensure a strong supportive governance model with the skillset, knowledge and community connections needed to implement the vision of a bicultural kura that inspires greatness in students and whānau from the priority group to achieve highly as leaders in their community and in a global context. The foundational Board Members CV's are attached in Appendix 2.

2. Board of Trustees

Our governance model has been set up to clearly separate the roles of the governance and the management of the school. The proposed board members have extensive experience in both roles as governance and management of educational and community institutes. Governance of the school is the responsibility of the Board of Trustees. The Board of Trustees is responsible to carry out the directives of the Trust deed. The governing responsibility includes:

- a) Managing contract with the government
 - i. Strategy to meet performance goals
 - ii. Reports back to the government
 - iii. Budget
 - iv. Buildings and Grounds
- b) Controlling the Management of the school
 - i. Setting the school Charter (Vision, Purpose, Philosophy)
 - ii. Set up and review policies and procedures
 - iii. Appointment of the School and Educational Director.
 - iv. Performance agreements with the School Director and Education Director
 - v. Appraisal system for Directors
 - vi. Receive monthly reports from Directors
 - vii. Special requested reviews from Directors (eg Literacy performance, Assessment of student progress)
- c) Controlling the direction of the school in conjunction with the Directors
 - i. Strategic Plan
 - ii. Annual Operations Plan
 - iii. Self Review

Governance is informed by advisory groups including:

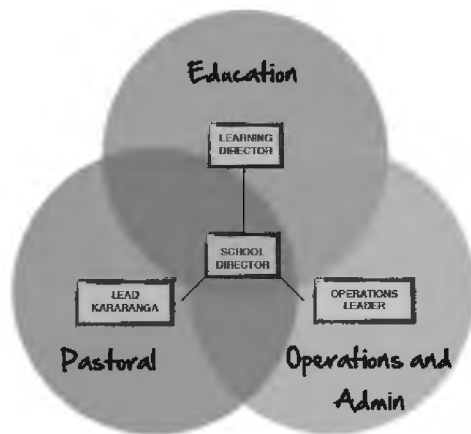
- **Kaumatua / Iwi advisor** who will provide the spiritual and cultural leadership required to ensure that tikanga is embedded across all activities and approved by Kaumatua
- **Commercial Advisor** who will provide guidance on commercial property and strategic decision
- **Educational Leadership / Curriculum Advisor**

- **Parent Advisory Group** outlined below made up of selected parents to provide whānau-input into the governance and direction of the school
- **Social Welfare Advisor**

3. School Management & Administration

We will distinguish between Governance roles and the Management roles of those tasked with the day-to-day delivery of education at EPIC. The School management Team (SMT) will consist of 4 positions;

- School Director (SD)
- Education Director, (ED)
- The Lead Kaitiaki, (LK)
- Operations & Administration Officer (OAP)



This SMT will be responsible to the Board of Trustees (BOT) for assisting them in Strategic Planning and Annual Operation Planning and then, for implementing these to achieve the Aims and Goals of the school within the Policy Directions of the BOT.

The School Director will negotiate a Performance Agreement each year with the BOT, and will be appraised each year against this Performance Agreement. The School Director will provide the BOT with monthly reports on the schools operations and achievements; this will include a budget report and a buildings and grounds report.

The School Director will oversee and co-ordinate the three areas of management of the school: Learning/Education, Pastoral Care, and Operations/Administration. Each of these three areas will have one manager, namely the Education Director, the Lead Kairaranga, and the Operations & Admin Officer each of whom will be responsible to the School Director. The SD will be responsible for all liaison and negotiations with external bodies, for all employment matters, for the Curriculum of the school, and for overall supervision of the management of finance, buildings and grounds.

The Education Director will be responsible for managing the Curriculum Delivery of the School through the monitoring of the teaching and learning and the provision of the necessary resources required to facilitate the teaching and learning. The ED will be responsible for the Appraisal of the teaching staff and their Professional Development. The ED will meet with the SMT each week, and monthly provide the SD with a progress report. All employment matters will be discussed with the SD who will take overall responsibility for employment matters and will liaise with the BOT, who will be the final authority in such matters.

The Lead Kairaranga will be responsible for managing the well being of the students and the staff and, where necessary, or possible, for supporting the wellbeing of the students' whānau. The LK will be available to all students and staff and whānau members on a completely confidential basis, to assist them to achieve/maintain, and/or facilitate their well being. In consultation with the SD they will contact and liaise with external agencies, as necessary, to assist students, teachers and whānau members. The LK will meet with the SMT each week, and monthly provide the SD with a progress report without breaking confidentiality.

The Operations and Administration Manager will be responsible for all administration matters, including; secretarial; finance e.g. invoicing, paying received invoices; building and grounds e.g. repairs and maintenance; health and safety; and salaries. The OAP may carry out the administration tasks themselves, or employ support staff to carry out specific tasks. The OAP will manage, monitor, appraise, and secure appropriate in-service training for any support staff employed to assist the OAP. All employment matters will be discussed with the SD who will take overall responsibility for employment matters and will liaise with the BOT, who will be the final authority in such matters.

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

Two of our core values are particularly relevant when we start to discussion around shared ownership and aspirations for the school. This includes our commitment to being a whānau-focussed school, as well as being culturally inclusive of all whānau who are part of our learning community.

The Board of Trustees will ensure systems and structures, as well as a culture that encourages feedback and robust discussion from all the stakeholders to build a school like no other! The feedback and discussion will be used to make decisions that are within the overarching philosophy as established by Creators Collaborative Trust.

The Governing body (Board of Trustees of Creators Collaborative Trust) decisions will be informed by all the stakeholders of the school community.

Advisors

We have already established by invitation a network of significant people to advise them on different areas. These advisors include:

- Pedagogy
- Community Relations
- Iwi
- Whānau Wellbeing

If the school obtains Partnership School Status then the advisory role will be expanded to include other advisory mechanism including ;-

Whānau/Caregivers

There will be a **Parent advisory group** set up to directly meet with the Board of Trustees once a term. This group of parents will be selected through invitation by the Board and determined by the focus of the strategic direction of the Board. We will use the non-election of representatives because of the pitfalls associated with the process of traditional election of boards. This includes the representation of the majority view only, self-interests of members, as well as being open to lobbying.

Each term there will be a **whānau hui**. We will follow hui tikanga. This includes;

- Each person being able to speak to the entire group
- School personal also to speak generally to the group
- Even when addressing a point raised at the kōrero, the response is directed to the group
- This is to avoid the non-Māori version of democratic decision making, which can resort to the default mode – adversarial debate using a majority decision
- Hui default is continuing speech making until a consensus becomes evident to encourage participation and ownership.

Teachers

We have purposefully set up our structure to create a culture of collegiality. The position of Education Director (instead of the tradition principle) is created to flatten the teacher management structure. The Education Director will be solely focused on teaching and learning in the school, and will lead using a coaching model rather than a managing model. The shared goal of inspiring greatness in our students brings together Education Director and Teachers in a joint partnership towards achievement.

Therefore a culture of reflective practitioners is created where self and peer assessment is part of the normal way. The teachers voice is valued as part of the shared journey of teaching and learning in the school. Weekly staff meetings is now not only for the day-to-day management of the school but also for reflection and self review on the schools management and operations.

Students

At the core of our philosophy is that the student is at the centre of what we do. Therefore the student's strengths and interest has a significant role in shaping the **unfolding of the curriculum**. Ultimately what happens at the school is all directed towards providing conditions for students to excel and achieve. Therefore their views will be actively sought through student consultation and student meetings for **self-review**. There will also be a **kura hui** along the same lines as the whānau hui described early to encourage ownership and participation from students in the schools vision.

26. Provide two detailed implementation plans covering:

- k) the period from gaining approval to the opening of the school.
- l) the period from the opening of the school to the end of the first year.

Detailed implementation plans are attached as Appendix 5

27. 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

- m) Financial forecast (budget)
- n) Balance sheet
- o) Student Roll
- p) Staffing levels

The templates have been completed and attached in appendix 6. We have used knowledge from the public and private education sector as well as Creators experience with running MOE education programmes. Further to the proposed budget demonstrating a strong positive bank balance to be maintained, sound financial management and reporting will ensure cashflow is available throughout the year. Creators Educational Trust has significant experience with handling 4 monthly funding rounds in ECE.

28. 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:

- q) what you propose this funding will be used to provide; and
- r) the relationship between the school and the funder.

Additional funding will be required to adequately provide breakfast and lunch to all students. We will seek additional funding through a mixture of sponsorship and applications to Donee organisations such as MSD, The Brian Perry Charitable Trust, Community Fruit Hamilton and so on and so forth. Both Fonterra, Sanitarium, and MSD already allocate funding for schools in the provision of milk, Weetbix, and the Fruit in Schools program. We propose to build on these existing partnerships and to seek additional funding in order to be able to provide all children with a healthy, nutritious daytime meals as well as breakfast.

On top of this we will start up our 'KaiOra Sponsorship' programme that will seek out members of the community (both within and outside of the school) and businesses to sponsor the cost associated with breakfast and lunch for students from low socio-economic.

Gaining sponsorship and Charitable Trust support will be a lot easier once the school is operating. We will openly discuss the nature of these proposed relationships with MOE should this be required.

29. Outline your proposed:

s) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

The Board of Trustees is responsible for the utilization and control of available financial resources for the benefit of the school community. The school has a robust financial management policy that ensures school accountability in the control of finances, timely financial reports for interested parties and efficiency in the usage of funds. The Board of Trustees will contract an external auditor who will review and advise on internal control procedures annually.

Financial Management Policy

1.0 Rationale

The sponsor has a responsibility to manage funds effectively to ensure the financial management of these funds are properly controlled. CCT believes in maintaining accurate financial practices at all times.

2.0 Purpose

2.1 To develop agreed procedures that will ensure records of all financial transactions are accurate and up to date

2.2 To ensure that a budget guides spending so that objectives in the school charter are met.

2.3 To develop agreed procedures that will ensure all spending of government funding is audited annually, and these accounts are available to whānau .

2.4 To develop agreed processes for spending so that it is clear who needs to authorise various levels of spending (*Finances are managed competently*)

3.0 Procedure

3.1 It is the responsibility of the Management Team to draft the budget for EPIC academy annually at the at the end of previous year. The budget is to be presented to the Trust Board that will approve and finalise the budget by February. The budget will ensure the following:

- Achievement of the school's charter
- Health and Safety of all students
- An equitable distribution of available resources
- Provision for regular replacement of fixed assets

This also includes monitoring expenditure and set limits on how much spending can be delegated.

- a) The financial officer administrator is responsible for providing the management committee with monthly financial reports including a cash flow, financial position and financial performance statements for different school departments. These are to be produced using Xero.

- b) Financial statements are to be reviewed by a chartered accountant quarterly and presented to the Trust Board and released to all interested parties.
- c) Annual financial statements are to be audited yearly in September and made public according to the Charities Commissions Act 2007
- d) The financial administrator is also responsible for bimonthly GST returns to the IRD.
- e) It is important to keep accurate reports of the income received from the government other grants and donations received from parents.

3.2 Purchases

- a) Purchases are to be guided by the limits and budget set by the trust board.
- b) All invoices must be approved according to the delegated authority prior to payment
- c) Any purchases over \$500 that is within the budget needs to be approved by the management committee.
- d) Any purchases over \$250 that is outside of the set budget will need to be presented to the Trust board at their termly meeting.
- e) Each application will be approved on the basis of need and budget.
- f) A credit card will be available to the School and Education Director for day-to-day use.

Fundraising

Policy:

All fundraising activities must be conducted within the school's financial and management protocols and be approved by the School on advice from the Principal.

Purpose

- 1. To enhance school facilities.
- 2. To fund teacher and student activities.
- 3. To ensure fundraising activities are appropriately controlled.
- 4. To ensure that all financial activities comply with standard financial management procedures.

Procedure

- 1. The number and type of fundraising activities must be limited according to the Education Director's directions.
- 2. Any student involved in fundraising within the community during school time must have the appropriate authorisation.
- 3. Sponsorship is considered as fundraising and must have the approval of the Board.
- 4. Sponsorship of sports teams must meet the requirements of local schools' sport organisation by-laws (if applicable).
- 5. Management of all funds raised must meet general school procedures on financial management and accounting, and must be transparent.
- 6. Applications for fundraising must be made to the Principal in the first instance.

We also have comprehensive policies for Cash Management and Travel that has not been included in this proposal.

t) provisions for conducting annual audits of the financial operations of the school;

A set of accounts will be prepared for audit each financial year. The auditor will be an independent chartered accountant who has no connection to the school or Trust Board

u) types and levels of insurance that you propose to operate the school.

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

30. Outline your proposed facilities, including:

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

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

x) 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;

- y) your financing plans for acquisition and renovation of a facility; and
- z) 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.

Currently we have identified several sites that will be appropriate to use for our school commencing in 2015. The two sites we are presenting in this proposal (See appendix 3 for the presentation of these properties and comprehensive answer to Q30) are considered as our preferred options. It is important to note that these aren't our only options. [REDACTED]

s 9(2)(b)(ii) OIA [REDACTED] We believe by the time the interviews happen that we will have a draft agreement in place for this site.

31. 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 CCT will most likely be leasing property to deliver the intended educational outcomes. Creators Education Trust is familiar with lease arrangements to deliver their educational outcomes for their current ECE programmes.

Any initial agreements between the establishment Board of Trustees and the Private partner will ensure these things:

- Internal fit outs and/or new buildings will be in line with 'Designing Quality Learning Spaces' standards outlined by the MoE.
- Mutually agreed 5 year and 10 year property plan that will inform a property maintenance agreement to be carried out by the landlord
- Scope of future expansion based on roll growth projections

We will be consulting architects who are familiar with designing these Modern Learning environments ([REDACTED]) s 9(2)(b)(ii) OIA

Other standards that will be upheld by the Board of Trustees include:

- Building Warrant Fitness
- Fire security
- Electrical Standards
- NZ Playground Standards

We will invite the MOE to advise on the 5 Year and 10 Year PP and Memorandum of understanding between the Board of Trustees and the Landlord before commencing with the agreement. Guidance will also be taken from the recent PPP for new property undertaken in Hobsonville, NZ that involved the private sector in delivering educational buildings.

Asset Management

The school will have a robust asset management policy that will require asset replacement and maintenance plans. This plan will inform the budget, as well as the decision to buy, lease or enter into other long-term finance situation for furniture and equipment (such as flexible learning furniture, computers etc). The asset management plan will be part of the 5 Year property plan and set by the Board of Trustees and implemented by the school director.

Fixed Asset Register

The Fixed Asset Register will be prepared by the school Accountant once the school is established. This register will be updated, and amended according to policy, by the School Director and presented to the Board of Trustees, which will form part of the Schools annual audited financials.

Repairs and Maintenance

The school will take responsibility for the repairs and maintenance and there will be an amount allocated in the annual budget for this purpose by the Board of Trustees.

7 OPERATIONS PLAN

32. Explain how the school will:

- aa) achieve the enrolment target you have projected in Q2.(v);
- bb) be publicised throughout the community, including any specific outreach activities or similar;
- cc) target parents/family/whānau who may not be engaged in their child's learning
- dd) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

Creators Collaborators Trust (CCT) is aware of meeting their performance target of 75% enrolments from the governments priority group within an open zone enrolment policy. A careful, well-thought-out strategy will be implemented to ensure that this goal is met alongside projected enrolment targets for 2015 through to 2020.

In order to ensure enrolment for the priority group we will utilise the underlying strength of this proposal, which is the extensive work the members of the governing body does with families 'on the ground' in their current rolls as community educators, as well as the strong collaborative relationships they have with agencies in the city working with these priority families. In order to utilise these strengths and turn them into enrolments we will stage the enrolment process into **two enrolment rounds**.

In **Round One** we will advertise extensively using our referral networks. Advertising for the school will primarily be through word-of-mouth, targeted community hui, and ECE/schools who may wish to recommend priority students. It is important to note that anyone who wishes to enrol in the school once the enrolment is open will be able to apply to enrol without discretion (in accordance to our enrolment policy).

If, after Round One of enrolments has closed, we have not reached our roll capacity we will engage in **Round Two**, which will involve further relational networking in conjunction with a focussed media campaign. This will involve a more comprehensive use of social media, promotional material, and traditional media in reaching a wider audience.

Specifically:

Referral-based advertising

We will advertise with, and take referrals from, agencies who work with priority families. These families may have students who are currently disengaged from education. Many of these organisations have already indicated support for our school and have families who are interested in enrolling. At this point in time, Life Community Services, Mātātāhi Mātaora, and Creators have committed to advertising the school in its programmes and with partnership NGO's. More on each of these is detailed below:

Life Community Services (LCS), Incredible Years Parenting

Our Trustee, Jane Bisset, has governance/management influence within LCS and has well-established relationships with social and community agencies throughout Hamilton and the Waikato. LCS works with Māori, Pasifika, low SES, and migrant and refugee families as part of their contracted Incredible Years Parenting (IYP) delivery. Currently LCS are working with over 300 families who fit MOE's priority learner profile. Many of these families struggle to keep their children in school due to behavioural issues and relationship difficulties with the schools. There is already a groundswell of interest from LCS clients in the proposed school, and it is expected that these will coalesce into enrolments for priority students.

Mātātāhi Mātaora – Te Wānanga o Aōtearōa

Our Trustee, Joe Graham, is the National Youth Director for TWOA, and currently oversees the delivery of Mātātāhi Mātaora throughout the Waikato and Thames/Coromandel regions. Currently Mātātāhi Mātaora have over 600 youth aged 16-19yrs who are not in education, employment or training (NEET). Mātātāhi Mātaora work with these youth, in their homes, to re-engage with education and/or work placements. Many of these families have younger siblings and/or relatives. Subsequently it is expected that there will be further interest in, and enrolments of, priority learners.

Creators Educational Trust

Creators Educational Trust currently provides Early Childhood Education to over 130 children through their centre-based and home-based services. Of the 130 children, 56 children come from low socio-economic backgrounds. Of these, 34% are Māori and 7% Pasifika. The families who have already been approached regarding enrolling into the school once their child(ren) turn 5 are positive and excited about the possibility of continuing their educational journey with Creators. In addition to this Creators runs three OSCAR programmes for 5-12 year olds for approximately 110 children around the Waikato. The school will be advertised to interested families who fit the priority group profile.

Taiohi Toa Trust

s 9(2)(a) OIA

Taiohi Toa Trust work with young people, and their families, who have come to the attention of the NZ Police (through offending, being truant, or otherwise dis-engaged). Part of the Alternative Action process for young people who have been convicted of a crime or misdemeanour is re-engaging young people with their educational journey. We will be actively working with Taiohi Toa Trust in offering EPIC as a schooling option for these priority families.

Special Education Services & Intensive Wrap Around Services

LCS has close links with both Special Education Service and Intensive Wrap Around Service staff, schools and preschools in both Hamilton City and the wider Waikato area. It is evident from these connections that there will be support from some of these educational leaders to refer families, particularly where these families have children struggling to stay in school.

Our Trustees also work with the following agencies in a collaborative and/or relational way who we will approach about referral based enrolments:

Child Youth and Family, Family Start, Family Works, Te Whakaruruhau, Te Whānau Putahi, HAIP, Plunket, Nga Ringa Āwhina, ICAAMHS, and Barnados.

Community hui

As with the social sector trials, we will be organising and implementing targeted hui to which social and community groups, schools, families, and other interested parties will be invited. This will give opportunity for people to meet face-to-face, and for related and interested parties to ask questions, talk with staff, and form relationships.

ECE/Schools**ECE**

Through our involvement with the ECE sector, including the being on the organising committee of a MOE initiated city-wide symposium, our trustees has established strong relationships within the sector. We will be liaising with centres that are situated in the heart of our priority zones (as defined by our targeted demographic), as well as with Te Kohanga Reo and centre's run by Te Wānanga o Aōtearōa.

Primary Schools

Through our trustees extensive involvement in working with at-risk youth in education we have developed strong relationships with principles within our region. Schools who have indicated that they see the need and would support an alternative education option for these students include [REDACTED]

[REDACTED] In particular, there is a need in our community for Alternative Education for particular students.

Drop out / truancy / suspensions

We will be liaising with current schools to work with students and their whānau who are currently not in attendance and/or having behavioural difficulties at school to re-engage them in the educational process. MOE data in conjunction with SES will be utilised in connecting with appropriate families.

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

[REDACTED]

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

It would be necessary to inform the local community and the local schools because of possible community expectations and concern by local schools. We would hope to minimize the anxiety of the surrounding schools of roll crossover by using a city-wide referral-based approach to enrolments in the first instance.

Secondly, the new facility will breathe life into a community that has felt the effects of capital degradation. Upholding the concept of Āko and Whakawhānaungatanga, we would invite the community to be a part of the architectural redevelopment of the school through community hui, as well as help to establish opportunities for use of the facilities for the wider community. We would also further establish relationship with the local community house, who have had several [REDACTED] projects, and work collaboratively with them to strategize the best way to serve the community both in spirit and through opening up the school facilities to the community.

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

The local schools would be informed by a personal meeting with the Principal at each school, and with the School Board of Trustees of each school.

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

Our enrolment policy will ensure the school has 'open zoning.' The guidelines for enrolling students are given below:

- Maximum rolls will be set by the Board of Trustees in conjunction with the Ministry of Education for the following year by August of the preceding year.
- The Board will set out the dates for the enrolment process in their Annual Plan.
- Once enrolments are closed for the following year applicants will start the process of offering spaces.

- If the maximum roll is not reached spaces will be offered to all applicants within 2 weeks of the due date.
- If the applicants received by the due date exceeds the maximum roll the Board of Trustees will proceed to a prioritisation process.

Prioritisation process:

Places for the school will be given in the following order of priority:

- Firstly to siblings of current students at the school
- Secondly top siblings of a former student of the school
- And then to all other applicants
- A ballot will be held if there are more applicants in any of the groups than spaces available. Students who are not allocated spaces will go on a waiting list until the next round of application open.

Proposed for timeline for 2015 enrolment:

Date	Activity
1st September	1 st Round Enrolments Open
30th October	1 st Round of Enrolments Closed
2nd November	Ballot if required – Students notified
5th November	2 nd Round of Enrolment Opened **
30th November	2 nd Round of Enrolments Closed
5th December	Ballot if required – students notified

Please see our response to Q31 that will ensure we will facilitate enrolment of learners from **priority groups.

34. 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

As outlined in Section 5, our vision and purpose is to provide a strong, inclusive and empowering culture for all students. The implementation of our core values and school wide positive behaviour for learning programmes are set in place as protective factors to minimise student disengagement and alienation. The first step in the process is always to follow the restorative justice/Āwhinātea mai process outlined earlier (see Education Plan). However, although the performance goal of the Board of Trustees is to have no suspensions or expulsions, they acknowledge that there may be occasions where a student needs to be stood down, suspended or expelled due to posing a danger to themselves and/or other students, or due to gross misconduct or repeated unacceptable behaviour. The strong whānau-school partnership, as woven into the school, will be upheld during the disciplinary process.

STAND DOWN, SUSPENSION, EXCLUSION AND EXPULSION**Policy:**

The Board must follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.


Purpose

- To ensure that the students' best interests are first priority.
- To protect staff and other students from the consequences of a student's activities.

Procedures

- I. The Board of Trustees Disciplinary committee Chairperson will run the hearings and in his/her absence an acting Chair will run the hearing. A committee would usually include the chairperson of the Disciplinary Committee and one other Board of Trustees member.
- II. The Disciplinary committee is delegated the full powers of the Board for all matters of student discipline.
- III. The Education Director has full power to act in the absence of the School Director
- IV. Before the start of the meeting trustees must meet to determine if there are any conflicts of interest.
- V. All meetings of the Disciplinary Committee will be held "in committee".
- VI. All relevant evidence must be gathered in written form as impartially as possible. Names, dates and times are important.
- VII. Whānau/caregivers must be informed as soon as possible that a stand-down/suspension may have to be considered. If whānau/caregivers are not available it may be important to have a student advocate eg: Whānau Kaitiaki or older sibling.
- VIII. Careful consideration of all information must precede a decision to remove the student from school.
- IX. Students rights must be met at all times – full information must be provided to the student and the family.
- X. Having decided to remove the student, adequate supervision and care must be given until the student is delivered to a parent or caregiver. Students must not be sent home alone without parent consent.
- XI. A face to face discussion and explanation of the circumstances should be given to the whānau/caregiver at the time that the student is given over to their care should parents collect the student.
- XII. A written summary report provided by the Education Director and details of meeting times and any other relevant information must be provided with as soon as possible.
- XIII. On-going guidance and counselling must be available to the student, and to whānau/caregivers, throughout the period leading up to the meeting. Education Director to refer for guidance, alongside the Kaitiaki, upon decision being made. The procedures and their implications must be fully understood. Appropriate processes must be put in place in consultation with the whānau. Consideration should be given to culture, religion, language, family history, other helping agencies, race, gender and so on. Student safety should be a guiding principle.
- XIV. The stand down/suspension process is to be transparent. Key questions for whānau and students include:
 - How public is this process? Will the student have a bad reputation from this time on?
 - Does suspension mean expulsion?
 - Will my student have a life-long record?
 - What happens to the suspension documents?
 - Do I need a lawyer?
 - What do the possible outcomes of suspension mean for my student's schooling?
 - Will my student be discriminated against by other students and teachers?
 - Why didn't the school tell me that things weren't going well?
 - Why didn't the school explain possible consequences for bad behaviour?
 - Has the school been fair?

35. 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.

Position	Name
Current Foundational Trustees	Rick Fourie Paul Wood Jane Bisset Joe Graham Rebekah Graham
Interested Trustees Financial Tikanga Advisor Education Advisor	 s 9(2)(a) OIA
School Leadership Roles	
School Director/Trustee	Rick Fourie
Lead Pastoral Care Kaitiaki Pastoral Care Staff	Job Descriptions in Appendix 3
Operations & Admin Director Finance and Accounting Officer	Job Descriptions in Appendix 3
Educational Director Educational Team Leaders	Job Descriptions in Appendix 3
Pedagogical Advisor	Jeanette Vos

*has indicated interest in being involved in the setting up phase of the school, pending approval of the proposal

**has expressed interest in being on the Board pending approval of the proposal

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

Appointment process (General)

- All positions will be advertised either in the Education Gazette, newspaper or relevant websites or within agencies as appropriate and applicants invited to apply in writing. Expressions of interest will receive a 'position pack' that tells them more about the role and the required attributes. They will then need to send their letter of response as to why they are the appropriate person with their CV electronically to School Director
- An appointments committee will be formed in conjunction with the BOT and School Director. This appointments committee will meet to review the applications and to determine who to invite for an interview.
- Following interviews, the appointments committee will meet to decide who to offer the position to and this will be done in writing. Interviews will be face-to-face, robust, and

designed by industry experts to test cultural responsiveness, divergent thinking and change management.

- The prospective employee will then meet with the appropriate staff member to determine their individual contract.
- All positions will have individual employment contracts that detail the job description, length of the contract, notice required and general employee terms, and remuneration involved.
- Every new staff member will go through a set induction programme
- One of the main roles of the School Director is to set the school culture, and implement the vision as outlined in the first section. Therefore the School Director will be involved in every appointment, as well as with the induction process of new staff.

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

We believe that the greatest contribution to student achievement is excellent teachers and therefore hiring high quality staff will be a priority. One of the main attributes that we will look for in staff is the passion for teaching that shows it as more than just a career profession, but a genuine life ambition. The kaiako/teachers will need to demonstrate through experience and references how this proves true in their lives. The following qualities will be advertised for:

- Having a powerful image of the students from every background. Seeing them as full of potential, unique, competent and capable of building their own knowledge
- Having a strong understanding of tikanga Māori and Te Reo Māori
- Understanding the concept Āko and therefore be a researcher, passionate about acquiring knowledge and skills about how children learn and be an active part of inquiries within the kura
- Passionate of our vision to inspire greatness in priority students to lead transformative change in whānau and communities.
- See documentation and formative assessment as a key part of being a reflective teacher. Using it learn, reflect and change teaching practises on the floor
- View setting up a beautiful and inviting environment as an important part to providing a rich, child led curriculum
- Being a team player, considering the needs of other higher than your own
- Being prepared to engage in meaningful, unguarded discussion about personal and team pedagogy and practices

These are the qualities that we will look for in teachers (see also Appendix 3):

Role: Educational Director	
Professional Background	NZ Qualified & Registered Teacher (minimum of level 5 Te Aro Reo Māori)
Depth of Experience	10 years + experience in decile 3 or lower schools (ideal) Experience in working in Modern Learning Environments/Mixed age classrooms Previous Principle Experience
Personal Qualities	Fluent in Te Reo Maori and a deep understanding of tikanga. Visionary Leader. Manager of Change. Empathetic, good communication skills, autonomy personal vision,

Role: Kaiako/Teacher	
Professional Background	NZ Qualified & Registered Teacher (including level 5 tikanga Māori/Te Reo Papers)
Depth of Experience	3 years + experience in decile 3 or lower schools (ideal) Experience in working in Modern Learning Environments/Mixed age classrooms
Personal Qualities	Empathetic, good communication skills, autonomy, personal vision, optimistic attitude, culturally competent

Role: Operations/Administrator	
Professional Background	Diploma in Business Administration
Depth of Experience	Experience working with student management system and administration necessary to run an educational institute
Personal Qualities	Passionate, good communication skills, organised, systems focused, numeric competency, culturally competent

Role: Pastoral Kaitiaki	
Professional Background	Ideally education, but also social services and/or community education. Trained IY facilitator.
Depth of Experience	Experience of working with the educational sector Experience of working in a cross-cultural environment. Experience of working with families
Personal Qualities	Empathetic, good communication skills, autonomy, personal vision, optimistic attitude, culturally competent

38. 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.

We believe that one of the main rolls of the School Director is to set the school culture, and implement the vision as outlined in the first section. Therefore the School Director will be involved in every appointment, as well as with the induction process of new staff.

Our Board of Trustees has robust policies and procedures in place that delegates the responsibility of hiring staff to the School Director. These procedures ensure police vetting, appropriate background checks and referee check are carried out before employment or service commences. In order to achieve the desired quality in staff the School Director will be involved with in-depth kanohi ki te kanohi interviews to ensure that the potential staff member is the right person for the job.

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

The sponsor has developed comprehensive employment policies and procedures. They are briefly outlined below and a more comprehensive list is available on request. To recruit high quality staff we will use the Collective Employment Agreement as it pertains to the particular position.

- The school will comply with all relevant legislation including the State Sector Act 1988, and any Collective Employer Agreement. The Board will be an equal opportunities employer. Appointments will be made without prejudice to age, sex, marital status, dependents, ethnic background, moral beliefs and attitudes. The most suitable person for the position shall be appointed. Positions advertised will be identified by the needs of the school which will include the teaching expertise and experience needed for instruction in NZQA standards. According to the position the Board will ensure the following skills and expertise are present in the staff roster; Teaching and subject knowledge, Assessment and moderation skills, Educational management experience, Quality management expertise, Student support skills, and Financial and administration expertise.
- We will comply with the Education Act 1989 (particularly Section 220/2A as inserted by the Education Amendment Act 1993), S77A and D of the State Sector Act 1998, the Human rights Act 1993, the Employment Relations Act 2000, and the provisions of the Collective Employment Agreement under which teachers and support staff are employed.
- We shall have a fair process of staff performance and attestations following relevant legal guidelines of the Ministry of Education and Section 77C of the State Sector Act 1988, and considering any guidelines suggested by Teachers Union.
- Teachers have a right to mandatory leave under the Collective Agreement and will be able to make requests for discretionary leave. Leave may be granted where approval will not interfere with the school functioning effectively.
- The Board of Trustees will comply with all the requirements of the current teachers' collective employment (and the rules of the New Zealand Teachers' Council) when considering matters of teacher conduct and discipline. The School will encourage Personal reconciliation, an active commitment to restore damaged relationships, and Just settlement of substantive issues; an active commitment to develop agreements that are just and satisfactory to everyone involved. The process followed must not contravene the principles, processes and employees rights stipulated in the current Teachers Collective Agreement.

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

The school will facilitate opportunities for the personal and professional development of staff identified through staff appraisal and the needs of the school's strategic plan and each year's annual plan. In particular, the school will undertake the following:

Inquiry approach to Teacher Assessment

The learning community at EPIC is identified by a willingness to engage in life long learning. Guided by the concept of Ako, and inspired by the Reggio Approach, we describe our teachers, educational leaders and children as researchers. Learners who want to find out about the world around them and are prepared to put effort and practice into their explorations to widen and deepen their knowledge and skills. This enables us to stretch from what we know to the edges of possibility

In this manner we will take an assessment for learning approach to teacher assessment that is outcomes focussed for students, whānau and teachers. Our approach to teacher assessment goes beyond compliance to a focus on really impacting positively on teaching and learning for students from our priority group. We will use the 'Ruia' online website to develop an inquiry approach to appraisal. The teacher assessment will be inline with the school's strategic plans, performance goals and self review process.

This approach to teacher assessment advocates a collaborative approach between leaders and teachers to identify learning goals for students, an identification of what that may mean for teachers own professional learning, and evaluation of the changes in teaching practise.

By underpinning the teacher assessment process with identified improved learning outcomes for students and whānau it ensures the continuous development of good teaching practise in line with the schools performance goals.

NZ Registered Teachers Criteria

Teachers will be required to keep their own Teaching Portfolios where they will collect evidence that demonstrates that they have met the NZ Teaching criteria, and performed in line with the school performance goals. Evidence may include the following:

- **Artefacts**

Learning stories, planning records, newsletters documenting work which involved you, photos of teacher working with children, Self Review notes, Staff meeting minutes

- **Reflections**

Own thoughtful reflections on teaching, mentoring and learning, written feedback and observations sought from colleagues, peer appraisals

- **Evidence of Professional Development**

Professional development evaluations, professional development certificates of participation, research carried out in areas requiring professional development

- **Evidence of Induction and Mentoring**

Written feedback and observations carried out by your Supervisor, a record of formal and informal meetings held with your Supervisor to follow up on goals, discuss recent observations of teaching and discuss progress of Induction and Mentoring Programme

Evidence will be filed under the four performance goals and the NZ registered Teachers criteria will be linked to each goal. This folder will be used as evidence of learning and a celebration of progress for staff.

41. If you propose to use volunteers and/or contractors, outline:

ff) the roles (where not disclosed in section 10(v) of this form);

As a community based, whānau-focussed school we expect volunteers to play a regular part in the school. Upholding whānaungatanga and tuakana-teina we will actively seek and encourage volunteers from the community to contribute their skills and knowledge to our kura whānau. The purpose of volunteers will be to:

- a) Educate and expose our ākonga to relationships in the wider community
- b) Infuse Te Ao Māori and tikanga within the school
- c) Contribute to the delivery of some curriculum areas
- d) To contribute specialist skills to community based projects

As discussed previously in the Education Plan, whānau will actively be encouraged to be part of the school life through the WLP. This includes co-educational community projects and as 'specialist' in a particular area. Members of the Community, who are Māori, will be invited into the school to assist with the delivery of the cultural curriculum. They will be encouraged to use the Māori language and relate relevant whakatauki, purakau and pakiwaitara, as appropriate, to the content of the learning they are assisting. Caregivers and the community will also be encouraged to be part of the schools co-curricular activities, such as sports, arts and culture, waiata, haka, poi, rarangi, ti rakau, whakaari. We will also be inviting artisans and artists to the school where applicable according to the subject.

gg)how they will be identified, vetted and trained.

Volunteers will be identified in a range of ways depending on what the roll of the volunteer is. Whānau will be given opportunities to sign up to be a part of a specific part of the delivery of the curriculum through sign-up sheets (See example in Appendix 4), or by invitation to a particular community project ākonga may be involved with. Other volunteers that may be for a particular role, like a school kaumatua, or part of the tuakana-teina programme, will be identified through existing relational networks in the school.

Our governing board has extensive experience working with volunteers and the systems that need to be in place for them to work in a safe environment. Volunteers will fill in a Volunteer registration form which will include permission to be police vetted. For more long-term volunteer positions, particular for the kaumatua of the school, character references will be checked.

All volunteers who will be involved with working with the children in the school will be Police vetted according to our Staffing Policies in Appendix 1, in particular **1.11 Police Vetting**. We note that for some families, police vetting may be a barrier to being involved more fully at the school (in cases of domestic violence, for example), however, it is important that we act to ensure the safety of all our students. Bearing that in mind, we will endeavour to work with families to ensure their privacy is maintained and they are given support as needed. Volunteers will be trained in accordance to the requirement of the role. All volunteers will be given a booklet that outlines the School's philosophy as well as our educational and behavioural approaches. Volunteers who are part of the delivery of curriculum content (through programmes such Read Together, for example) will follow the suggested training modules developed by the courses.

A more comprehensive policy tailored to our particular school will be developed in accordance with the above guidelines to uphold the standards required for volunteers to be a part of the learning community.

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

In accordance with the Health and Safety in Employment Act 1992 (HSE Act) and the Ministry of Education's Health and Safety in Schools code of practice, the School Board will ensure that the school meets the required Health and Safety Standards, through the implementation of their Health and Safety Policy. In short, the school will have a Health and Safety Committee, comprising of BOT, staff, whānau and student representatives. The Committee will undertake the necessary duties as required under Section 19C of the HSE Act, will foster positive health and safety management practices, advise of any hazards, consult with OSH inspectors and promote the interest of employees who have been harmed at work.

Policy:

The School shall have a Health and Safety Committee;

The composition shall be:

- As agreed between the Board of Trustees, the employees and the employee representatives.
- Nominated or elected employee representatives as in 1.1.
- A member of Senior Management.
- At least one employer representative (BOT).
- A student representative.

There shall be a minimum of three and maximum of six representatives from a balance of teaching areas and support staff.

Purpose

1. To comply with Section 19C of the Health and Safety in Employment Act 1992.
2. To foster positive health and safety management practices.
3. To advise employer of any hazards in the workplace and to discuss with the employer ways to deal with the hazards.
4. To consult with OSH inspectors on health and safety issues.
5. To promote the interest of employees who have been harmed at work, including in relation to their rehabilitation and return to work.

Procedures

Functions of the committee

1. The committee shall carry out the following functions:
 - a. Implementation of Health and Safety Policy.
 - b. Ensuring legislative requirements relating to health and safety are complied with.
 - c. Maintenance of central accident register.
 - d. Maintenance of hazards register.
 - e. Notification of Board of Trustees through Property Committee of any new hazards or property issues which need attention.
 - f. Liaise with OSH officials whenever necessary.
 - g. Reporting to the Board of Trustees any trends or concerns arising from the central accident register with recommendations for action to improve health and safety.
2. The Health and Safety Committee may take independent action:
 - a. When there are reasonable grounds to believe a hazard exists; and the hazard has been brought to the attention of the Board; and an attempt has been made to discuss the hazard with the BOT; and the BOT refuses to discuss or take steps to deal with the hazard; or the Health and Safety representative believes on reasonable grounds that the BOT is in breach of section 6 of the Act in relation to the hazard.

Election of Health and Safety Representatives

1. The Health and Safety representatives are duly nominated by their fellow employees. If there is only a minimum number of candidates nominated for the position of Health and Safety representative there is no need to hold an election and those people shall automatically fill the position. If more than the maximum required number of representatives are nominated, an election will be held by secret ballot to determine who the representatives will be.

Frequency of Committee Meetings

1. The committee shall meet once per school term or at more regular intervals by agreement.

Notification of Committee Meetings

1. All employers will be notified of upcoming committee meetings and will be given a reasonable opportunity to provide input.
2. All employees will have an opportunity to assess the outcomes of meetings. Minutes will be posted in the staffroom.

Health and Safety Representatives Training

1. Each elected Health and Safety representative shall, on giving at least 14 days' notice, be entitled to two day paid leave per year to attend a training course approved under section 19G of the Act. Health

and Safety representatives who are members of unions or professional associates shall attend the join New Zealand Council of Trade Unions/Accident Compensation Corporation training. Health and Safety representatives who are not members of a union may also, on giving at least 14 days' notice, attend the CTU/ACC training at no cost to themselves or the BOT. IN the even that a Health and Safety representative is unable to attend a selected training course an alternative training course of the Health and Safety representative's choice must be arranged as soon as possible.

Right to refuse dangerous work

1. The BOT recognises that ever employee has the right to refuse work that he or she believes is dangerous. In the event that an employee refuses to perform work he or she believes to be dangerous the following steps shall be taken:
 - a. The employee will advise the Health and Safety representative immediately.
 - b. If the Health and Safety representative is unavailable the worker will advise the BOT.
 - c. The employee, Health and Safety representative and BOT will attempt to resolve the matter as soon as practicable.
 - d. The employee will continue to refuse to perform the work until they are satisfied it is no longer dangerous.
 - e. If the matter cannot be resolved an OSH inspector will be contacted.
 - f. The employee will perform any other work within the scope of his or her employment agreement that the BOT reasonably requests.

Hazard Notices

1. A trained Health and Safety representative in the following circumstances may issue a hazard notice:
 - a. When there are reasonable grounds to believe a hazard exists; and the hazard has been brought to the attention of the BOT; and an attempt has been made to discuss the hazard with the BOT; and the BOT refuses to discuss or take steps to deal with the hazard; or an agreement cannot be reached on how to deal with the hazard; or the Health and Safety representative believes on reasonable grounds that the BOT is in breach of Section 6 of the Act in relation to the hazard.

Employee Participation

1. All employees will be provided with a reasonable opportunity to participate effectively in on-going processes for improvement of health and safety in the place of work in accordance with Section 19B of the Act.

Application of the Health and Safety in Employment Act 1992

1. To avoid doubt the parties directed by this policy understand and acknowledge that all relevant rights and obligations contained in the Health and Safety in Employment Act 1992 apply to the parties.

8 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.

9 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.			

10 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.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	agree
Objectives and Requirements:	<p>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.</p> <p>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.</p>	agree
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 conditions.	agree

Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	agree
Offer period: validity	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
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
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material</p>	agree

	<p>respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the 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.</p>	
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	Riekert Francois Fourie	
Title / position:	Proposed Chairperson – Creators Collaborative Trust	
Date:	10/03/2014	

11 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		Y
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		Y
3. Complete all required sections of the application.		Y
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		Y
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	Y
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	Y
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	Y

12 Appendix 1: Policies

Child Protection Policy 1 - Making sure we only employ safe people

Rationale: In order to protect children and young persons, all staff employed by the School will be police vetted.

1. Before a prospective employee signs an employment contract, they will sign a police vetting form.
2. The School Director will then forward the form to the NZ Police.
3. If a prospective employee or an employee has had a conviction relating to child abuse, their position will be terminated immediately and the Board will investigate.
4. All staff will repeat this process on a bi-annual basis.

Child Protection Policy 2 - Staff training in Child Protection

Rationale: In order to protect children and young persons, all staff will receive training in Child Protection.

1. All staff employed at the School will undertake the Child Matters one day workshop on recognising the signs of child abuse and neglect.
2. One staff member will be further trained with Child Matters, to undertake the 5 day workshop on Child Protection and, upon completion of this, will undertake the Diploma in Child Protection Studies.
3. Evidence of staff training will be kept in staff files.

Index of Staffing Policies

#	POLICY
1.1	Appointment of staff
1.2	Staff Performance Appraisals
1.3	Teacher Registration
1.4	Staff Professional Development
1.5	Management and Non-Management units
1.6	Leave for Teachers
1.7	Protected Disclosures
1.8	Teacher Competence
1.9	Teacher Conduct and Discipline
1.10	Staff Induction
1.11	Police Vets
1.12	Sexual Harassment
1.13	Conflict Resolution and Personal grievance
1.14	Equal Employment Opportunities
1.15	Privacy

For the purposes of this application we have only included Policy 1.11 here:

1.11 POLICE VETS FOR STAFF PERMANENT NON- TEACHING EMPLOYEES AND CONTRACTORS

Policy:

1. The Board must obtain a satisfactory Police Vet of all new permanent non-teaching employees and contractors prior to appointment being confirmed.
2. The Board must obtain a satisfactory Police Vet for all Casual Employees and those employed for short-term contracts within two weeks of starting at the School.
3. The Board must obtain a satisfactory Police Vet for all volunteers who wish to volunteer at the school prior to them starting voluntary work at the school.
4. The Board must ensure that all non-teaching employees and contractors are reviewed every three years.
5. The Board must use the Police Department to vet non-teaching staff.
6. The Board must include a "Police Vetting Form" in the conditional offer of employment that seeks permission for a 'Police Vet' of the prospective employee, as a courtesy issue.
7. The Board has agreed on the fundamental principles of this Policy and in turn has delegated the responsibilities to its Business Manager, the Principal, who in this case is the "Office-Holder".

Purpose:

1. To ensure the safety of students under the Board's care.
2. To protect the integrity of the vetting process to best protect the Applicants privacy.
3. To keep those responsible informed.

Procedure:

1. The prospective non-teaching employees and/or contractors must receive a form acknowledging the legal requirements that all staff working close to young people are requested to undertake a Police Vet via the Police Department.
2. On receipt of this signed from the Principal will instruct the Business Manager to send the request to the Police Department with instructions to return the Vet to the Principal.
3. On receipt of the "confidential" Vet Report (see STA Link 2002/145 – 18/04/02):
 - a. If all is clear the Principal will stamp the VET FORM acknowledging the fact and place it on file.
 - b. If the report has a Red Stamp indicating that All is not well then the Principal will:
 - i. Inform STA and/or the BoT lawyer for advice
 - ii. Carry out the instructions from STA or lawyer, while safeguarding strict privacy of the applicant
 - iii. Request the applicant to address the concerns raised within five days.
4. The Principal may continue the Employment Process.

13 Appendix 2: Job Descriptions and CV's

Education Director Job Description

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management;
- Responsible for coaching teachers on instructional delivery and methods;
- Assist School Director in developing staff development programming;
- Responsible for managing student data systems;
- Infuse bicultural framework into the school
- Assist School Director in the development of school created assessments;
- Serve as liaison to whānau in facilitating whānau education and involvement, including reinforcing the need for whānau to support the school's policies and practices for student discipline, educational achievement, and school events;
- Assist in making formal reports to the board of trustees on student educational achievement

Qualifications:

- Graduate or post-graduate degree in Education;
- Current Registration certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, and mentorships);
- Demonstrated successful teaching experience; • Demonstrated Organizational skills;
- Demonstrated ability in data management and presentation;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the school;
- Commitment to accountability;
- Demonstrated success in encouraging whānau involvement.

Has a thorough understanding of tikanga Māori and a commitment to implementing the principles of the Treaty of Waitangi. Fluency in te reo is an advantage. Non-fluent speakers will be expected to work towards fluency

Terms of Employment:

Employment of this position is conditioned upon satisfactory completion of criminal background and criminal history check.

Operations and Administration Director JOB DESCRIPTION:

The Operations Director is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school director, relieving him/her of administrative details.

PERFORMANCE RESPONSIBILITIES:

Operational Functions:

- Responsible for site level procurement of supplies, materials, equipment, and inventory management.
- Local manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Coordinate technology implementation (planning, procurement, and training).
- Implement enrolment campaign for students (e.g., new students, intent to attend, waiting lists) including engagement in local marketing initiatives, demographic analysis, coordination with local/regional communications specialists.
- Oversee enrolment at school site and, as required, lead the enrolment process by working with the school leadership to meet enrolment targets.
- Work with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Prepare reports on site operations.
- Support all operational and logistical projects for start-up operations.

Financial Administration Functions:

- Responsible for site level budget monitoring and management, with input into budget development.
- Review monthly financial reports and update monthly financial estimate templates.
- Coordinate with the grant writers for all national and local grant applications and reporting.
- Manage and reconcile school's petty cash funds.
- Provide financial oversight, including invoice approval and developing the substitute teacher budget.
- Manage accounts payable and payroll processes.
- Oversee, in coordination with the controller, yearend audits

Human Resource Management Functions:

- Manage day to day activities of designated non-instructional staff.
- Liaise with Human Resources Manager to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversee the processing of all new hire paperwork.
- Maintain personnel files for all employees.

QUALIFICATIONS

Education:

B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.

Experience:

Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures.

Previous school experience desirable.

Preferred skills and work experience:

Demonstrated success in monitoring budgets of comparable size and managing contracts. Experience working in education organizations, and with staffing processes and general human resource procedures.

Operations and facilities management experience.

Knowledge of financial modelling (using Excel) and cost analysis techniques.

Experience in managing and enforcing service level agreements and contracts for outsourced services.

Demonstrates persistence in overcoming and removing obstacles to goal achievement.

Demonstrates a drive, commitment and sense of urgency that inspires others to achieve

Holds employees/colleagues accountable for achieving results and publicly acknowledges effective performance.

Demonstrates good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

Essential Knowledge and Abilities:

Knowledge of principles, methods, techniques and strategies of organization, management and supervision;

Knowledge of law, policies and regulations pertaining to youth and employee records;

Analyze student achievement data, draw logical conclusions and prepare comprehensive reports;

Establish and maintain cooperative relationships with all partners;

Deal effectively and graciously with situations requiring tact and judgment;

Exercise patience, common sense, and good humour to thrive within the pressures, competing priorities and demands of a school office environment.

Has a thorough understanding of tikanga Māori and a commitment to implementing the principles of the Treaty of Waitangi.

EVALUATION:

Performance of this job will be evaluated by the school principal in accordance with the Schools' Policies and Procedures

Terms of Employment:

Employment of this position is conditioned upon satisfactory completion of criminal background and criminal history check.

Pastoral Care Kaitiaki Job Description

Purpose:

- To promote and enhance the overall mission of the school by ensuring the provision of appropriate services that strengthen home, school, and community partnerships and alleviate barriers to learning.
- To determine the needs and interests of students and present options for development both outside of school and within the school program to maximize the likelihood that students will achieve long-term goals and reach their maximum potential.

Essential Functions:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, whānau, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counselling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families.
- Consult and collaborate with stakeholders on behalf of students and whānau.
- Effectively plan, implement, and evaluate programs that promote student and whānau success.
- Use assessment and evaluation results to develop appropriate interventions for students, whānau, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.
- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.

Requirements:

- Graduate or post-graduate degree in an appropriate field such as education or social work
- 5 years' experience in working with students, whānau and community groups
- Personal initiative and desire for responsibility
- Strong communication skills ability to work collaboratively with teachers/staff
- Leadership capacity
- Familiarity with the local community

Has a thorough understanding of tikanga Māori and a commitment to implementing the principles of the Treaty of Waitangi. Fluency in te reo is not essential but is an advantage. Non-fluent applicants will be expected to work towards increasing their fluency

Terms of Employment:

Employment of this position is conditioned upon satisfactory completion of criminal background and criminal history check.

14 Appendix 3: Potential School Sites

SWOT analysis here

15 Appendix 4: Templates and Examples

Learning Stories Template

Title of Learning Story:			
Name:		Teacher:	Date:
Key Competencies			
Thinking & Making Meaning	Relating to Others	Managing self	Contributing
Tātaritanga	Manaakitanga	Whānaungatanga/Rangatiratanga	Whaiwāhitanga
<ul style="list-style-type: none"> • Involved in my learning • A problem solver • Able to ask relevant questions • A creative thinker • Can reflect on my own work • Express my learning in many languages 	<ul style="list-style-type: none"> • Caring and sharing • Empathy and kindness for others • Able to communicate feelings • Respect the viewpoints of others • Manages and solves conflicts • Contributes ideas and feelings 	<ul style="list-style-type: none"> • Goal setter • Independent • Know how to learn • Able to teach peers • Team player 	<ul style="list-style-type: none"> • Actively involved in learning • Sees self as important part of class/school • Participates in activities that benefits the whole class/school • Encourages others to be involved
<p><i>Insert Learning Story Here. Include narrative of what happened - student and teacher intention - noticing of learning - as well as photos of the learning sequence. Can be written by teacher or students</i></p>			
Student reflection/response		Teachers reflection/response	
		Next Step:	

Volunteer Sign-up Sheet Example

Dear families and whānau members,

Our [insert name here] sessions will be on [insert date and time here].





In order to see our tamariki succeed in this program **we will need assistance**. We would greatly appreciate you help with our [insert name here] session. If you would like to help out, please write your name down next to a date that you are available. Please feel free to put your name down each week or as many times as you wish. We look forward to sharing this experience with you. Thank you!

Date	Whānau/family member	Whānau/family member	Whānau/family member
Monday 14 October			

Capacity Maps Examples – Student assesses their own learning

How am I going with numbers?

Name:

	 I need help	 I can do this	 I can help a friend
I know the numbers from 1 to 10			
I know the numbers from 11 to 19			
I know the numbers from 0 to 30			
I know the numbers from 1 to 100			

Individual Learning Plan – suggested process

When developing an Individual Learning Plan (ILP) we will be developing the template used by Special Education within the framework of NZC to align more closely with our curriculum framework. Attached is the Special Ed ILP framework.

Whānau Learning Plan Examples

Education (Sample)

Common aspirations	Common challenges	Support required
<input type="checkbox"/> Tamariki to achieve at school <input type="checkbox"/> Rangatahi school attendance, participation in extracurricular activities	<input type="checkbox"/> Little access to educational opportunities <input type="checkbox"/> Early school leavers, poor numeracy and literacy	<input type="checkbox"/> Encourage to return to study, work, volunteer <input type="checkbox"/> Korero between pakeke and rangatahi

Whakawhānaungatanga (Sample)

Common aspirations	Common challenges	Support required
<input type="checkbox"/> Connected whānau with good and supportive relationships <input type="checkbox"/> Kinship at whānau, hapu, iwi level	<input type="checkbox"/> Low esteem and confidence <input type="checkbox"/> Relationship barriers (grievances, violence)	<input type="checkbox"/> Planning allows whānau to progress a vision <input type="checkbox"/> Hui allows connections to be made, relationships to strengthen so whānau can take responsibility for their health

Life/Personal Skills (Sample)

Common aspirations	Common challenges	Support required
<input type="checkbox"/> Build confidence and self esteem <input type="checkbox"/> Knowledge how to access services <input type="checkbox"/> Happiness and fulfilment	<input type="checkbox"/> Limited community engagement <input type="checkbox"/> Limited knowledge of how to navigate services	<input type="checkbox"/> Support families to become more aware of community events, services <input type="checkbox"/> Provide life skill workshops

Health and Disability (Example)

Common aspirations	Common challenges	Support required
<input type="checkbox"/> Healthier lifestyles (nutrition, exercise, sports, auahi kore) <input type="checkbox"/> Management of long-term conditions (eg asthma, diabetes, heart disease)	<input type="checkbox"/> Many whānau suffer from one or more long-term condition <input type="checkbox"/> Lack of money for travel, appointments <input type="checkbox"/> Difficult to reach services	<input type="checkbox"/> Support whānau to identify their own solutions <input type="checkbox"/> Provide whānau with info about or referrals to health services

Manaakitanga (Example)

Common aspirations	Common challenges	Support required
<input type="checkbox"/> The minimum: Roof over head, 3 meals a day, safe and loving home environment Celebrate whānau achievement <input type="checkbox"/> Stop violence in home	<input type="checkbox"/> Stressful family conditions <input type="checkbox"/> Whānau in survival mode	<input type="checkbox"/> Provide support/upskilling in parenting <input type="checkbox"/> Support access to anger management, parenting programmes etc

17 Appendix 5: detailed implementation plans covering the period from gaining approval to the opening of the school

18 Appendix 6: Detailed implementation plan covering the period from the opening of the school to the end of the first year.

19 Appendix 7: Reference List and Endnotes

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PART 2 - APPLICATION FORM

APPLICANT NAME: CREATORS COLLABORATIVE TRUST

ⁱ (Fillippini & Vecchi, 1996/2005; Malaguzzi, 1995; Rinaldi, 1994)

ⁱⁱ (Benard, 1991; Bridge Child Care Development, 2007; Sonn & Fisher, 1998)

ⁱⁱⁱ (Macfarlane, Glynn, Grace, Penetito, & Bateman, 2008)

^{iv} (Hattie, 2009)

⁵ Source: Statistics New Zealand. 2013 Census data

⁶ Source: 2012 Achievement Data, Ministry of Education website

⁷ (Grace, 2005)

⁸ (Fillippini & Vecchi, 1996/2005)

⁹ see, for example, AIMHI and Te Kotahitanga

¹⁰ (Noddings, 2002)

¹¹ (Fillippini & Vecchi, 1996/2005; Malaguzzi, 1995; Rinaldi, 1994)

¹² See <http://pliinstitute.com/PLi.html>

¹³ (Boud, Keogh, & Walker, 2013; Walker & Downey, 2012)

¹⁴ (Littky & Grabelle, 2004; Scurry & Littky, 2007)

¹⁵ (Haynes, 2013; Robinson, Hohepa, & Lloyd, 2009)

¹⁶ (Howard, 1971)

¹⁷ (Haynes, 2013)

¹⁸ (Hattie, 2009)

¹⁹ (Macfarlane, Glynn, Cavanagh, & Bateman, 2007)

²⁰ (Wakefield, 2004)

²¹ See, for example, (Byrd & Finnan, 2003; Deblois & Place, 2007; Keller, 1995)

²² (Furness, Robertson, Hunter, Hodgetts, & Nikora, 2013)

²³ *ibid*

²⁴ (Atvars K.R., 1999)

²⁵ (Manukau Education Trust, 2007)

²⁶ *ibid*

²⁷ *ibid*

²⁸ See tki.org.nz

²⁹ (Phillips, McNaughton, & MacDonald, 2001)

³⁰ We have a strong commitment to the Māori language version of the Treaty of Waitangi (1840), the recognition of the Declaration of Independence (1835) and a particular recognition of the status and economic independence of Tainui before the Raupatu.

³¹ (Macfarlane et al., 2007).

³² Source: Statistics New Zealand, 2013 census data

³³ *ibid*

³⁴ (Macfarlane et al., 2007)

³⁵ (Galu, 2010)

³⁶ (Wakefield, 2004)

³⁷ (Clarke, 2001)

³⁸ (Assessment Reform Group, 1999)

³⁹ (Black & Wiliam, 1998)

⁴⁰ (Dixon, 2011)

⁴¹ (Costa & Callick, 2000)

⁴² (Cowie, 2000)

⁴³ (Carr, May, & Podmore, 2002)

⁴⁴ (Leon, 2001)

⁴⁵ (Graham, Hodgetts, & Stolte, under review)

⁴⁶ (Hacker, 1994)

⁴⁷ (Carne & Mancini, 2012; Presbyterian Support Otago, 2008, 2011)

⁴⁸ (Gabrieli & Goldstein, 2008)

⁴⁹ *ibid*

⁵⁰ (Curby, Grimm, & Pianta, 2010)

⁵¹ (Hacker, 1994)

⁵² (Gladwell, 2008)

⁵³ (Curby et al., 2010)

⁵⁴ Note: Our compliance with the Ministry of Education publication related to Standdowns, Suspensions and Exclusions is covered elsewhere in this document by our School's Policies in relation to these matters. This response applies to the management of behaviour in our teaching spaces.

⁵⁵ (Liebman, 2007)

⁵⁶ (Macfarlane et al., 2007)

Strategy for growth

The sponsor understands that the proposed timeframe for growth to capacity is aggressive and requires strong management, systems and expert advice to be in place. We outline 4 areas that will need to be focused on during the 5 years of growth and how we will manage it.

Finance/Cashflow

- Through robust fiscal policies we will ensure that Working Capital is always available s 9(2)(b)(ii) OIA, s 9(2)(a) OIA
- Through a strong relationship with [REDACTED] we will work out a fiscally responsible plan to have a line of credit available of 5% of expected annual expenditure. This will be used responsibly and only if the situation absolutely requires it to be called upon.
- Surround the Board with experts in commercial growth and management including [REDACTED] s 9(2)(a) OIA
- Ensure cashflow allocated in the budget for progressive capital expenditure instead of big 'one offs' to build up curriculum resources and fittings & furniture
- Prioritise lease of equipment over purchasing assets (especially ICT)
- Negotiate significant amount of fit out (including where possible ICT/furniture) to be part of the capital expenditure on the new facilities and part of the new lease

Resources and Staff

- Ensure continual leadership development with initial staff to gain 'mentor' status
- Utilise existing partnerships with Te Wānanga o Aotearoa to recruit suitable teachers. It is also worth noting that Waikato Universities first bilingual stream of teachers will graduate 2014/2015
- Use extensive network our sponsor already has with teachers in the community to recruit (with many already indicating interest to teach)
- Ensure strong performance and professional development systems from the start
- Create School Director position as well as Education Director (traditional Principle) to ensure leadership of change and oversight of growth.

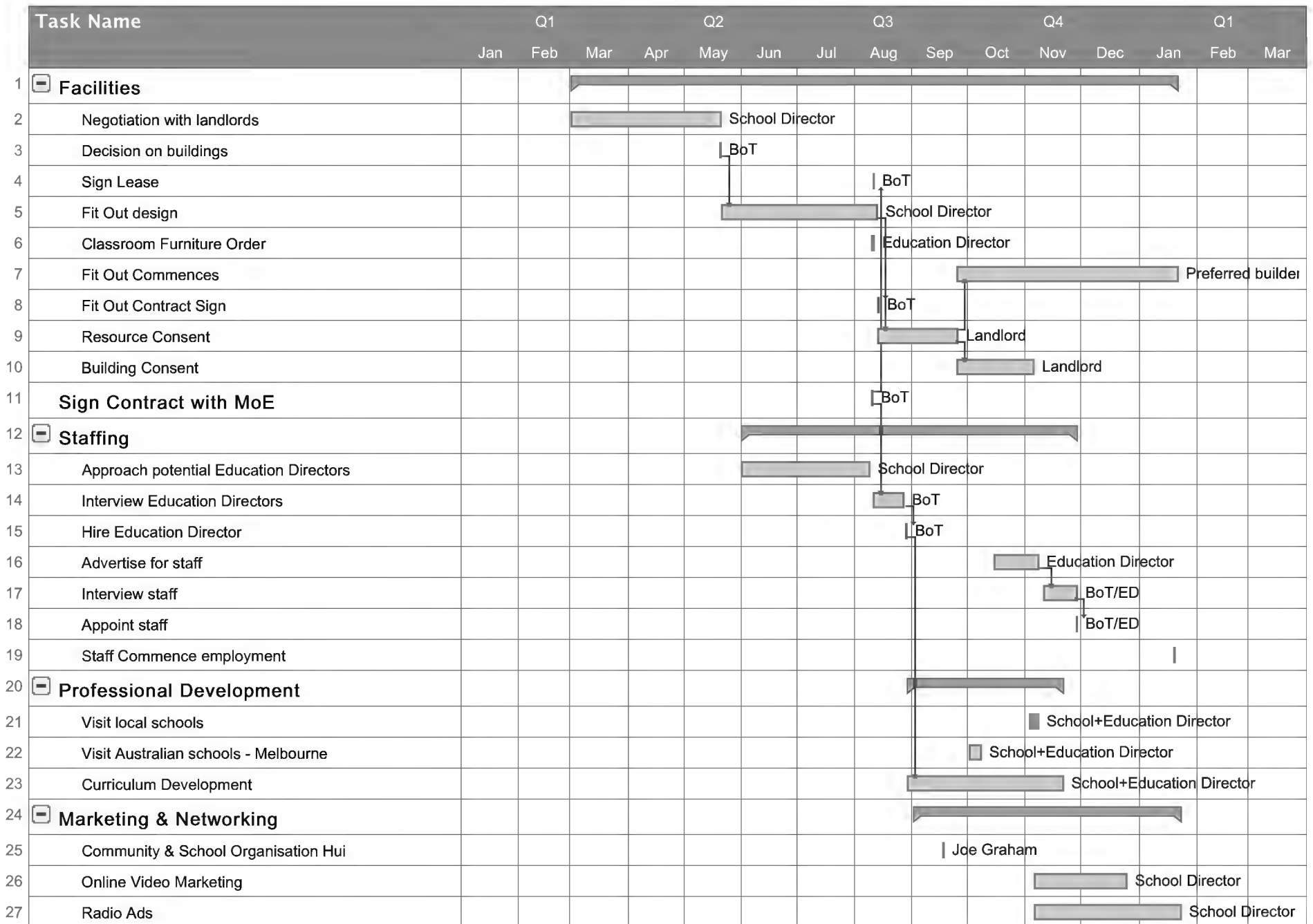
Building/Facilities

- Partner with developer to build purpose built MLE campus with proposed timeframe. [REDACTED] s 9(2)(b)(ii) OIA
- Already have support from [REDACTED] Also allows the option of 'Modular' classrooms should the need arrive
- Consent will go in for the full campus development by the end of 2014 to ensure no delays in future development

Curriculum

- The position of School Director will ensure development of school curriculum progressively over the next 5 years
- Application for NCEA accreditation will be submitted in 2016. We will work with Trustee Paul Wood who has guided over 20 schools in getting accreditation.
- With the establishment of the **Creators Institute** development of the curriculum will be ensure to be collaborative and cutting edge. The Creators Institute will bring together leading thinkers, including Dr Jeannette Vos, Rick Fourie, Dr Paul Wood and Wintec faculty in a research and evidence approach to learning in the 21st century.


EPIC Implementation



	Task Name	Q1			Q2			Q3			Q4			Q1		
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
28	Pamphlets in target areas											Joe Graham				
29	Door to Door										Joe Graham					
30	Local Community Park Hui															
31	ECE network											School Director				
32	<input type="checkbox"/> Enrolment															
33	Prospectus															
34	Stage 1 Enrolment															
35	Stage 2 Enrolment															
36	Open Ceromony											Joe Graham				

Implementation plan 2015

Task Name	Q4			Q1			Q2			Q3			Q4			Q1		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1 Facilities																		
2 Classroom Setup					BoT													
3 Construction Commences Stage 1															BoT			
4 Playground Build														BoT				
5 New Facility Open Day																BoT		
6 Staffing																		
7 First 6 monthly Teacher Appraisal																		
8 Advertise for staff 2016																		
9 Interview staff 2016																		
10 Appoint staff 2016																		
11 Professional Development																		
12 PB4L - All Staff																		
13 CYF																		
14 Philosophy and Learning Model																		
15 Tikanga Māori																		
16 Professional Development Plan Review																		
17 Marketing & Networking																		
18 Quarterly Whānau hui																		
19 Bi-annual Community & School Hui																		
20 Radio Ads																		
21 Pamphlets in target areas																		
22 Door to Door																		
23 Twice annually Local Community Hui																		
24 ECE network																		
25 Enrolment																		
26 Prospectus 2016																		
27 Confirm Roll Number 2016																		
28 Stage 1 Enrolment 2016																		
29 Stage 2 Enrolment 2016																		
30 Governance																		

	Task Name	Q4			Q1			Q2			Q3			Q4			Q1		
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
31	Monthly Board Meetings																		
32	Quarterly Reports to the MoE																		
33	Annual Audit																		
34	Charities Annual Return																		
35	 Management																		
36	Review Policy According to Annual Cycle																		
37	Implement Self Review Cycle																		
38	Monthly finance reports to Board																		
39	Monthly performance reports Board																		
40	Purchase Resources for 2016																		
41	Confirm Curricula for 2016																		

Request for Application to operate a Partnership Kura opening in 2015

Proposed Student Roll By Year Level

Applicant Name: Epic Academy


Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
1	15	25	67%	35	40%	45	29%	45	0%	45	0%
2	15	25	67%	35	40%	45	29%	45	0%	45	0%
3	15	25	67%	35	40%	45	29%	45	0%	45	0%
4	10	25	150%	35	40%	45	29%	45	0%	45	0%
5	10	15	50%	35	133%	45	29%	45	0%	45	0%
6	10	15	50%	25	67%	45	80%	45	0%	45	0%
7		15	0%	25	67%	30	20%	45	50%	45	0%
8			0%	25	0%	30	20%	35	17%	45	29%
9			0%		0%	30	0%	35	17%	45	29%
10			0%		0%		0%	35	0%	40	14%
11			0%		0%		0%		0%	40	0%
12			0%		0%		0%		0%		0%
13+			0%		0%		0%		0%		0%
Other [list]			0%		0%		0%		0%		0%
Total	75	145	93%	250	72%	360	44%	420	17%	485	15%

Request for Application to operate a Partnership Kura opening in 2015






Proposed Student Roll By Year Level

Applicant Name: Epic Academy

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
1	15	25	67%	35	40%	45	29%	45	0%	45	0%
2	15	25	67%	35	40%	45	29%	45	0%	45	0%
3	15	25	67%	35	40%	45	29%	45	0%	45	0%
4	10	25	150%	35	40%	45	29%	45	0%	45	0%
5	10	15	50%	35	133%	45	29%	45	0%	45	0%
6	10	15	50%	25	67%	45	80%	45	0%	45	0%
7		15	0%	25	67%	30	20%	45	50%	45	0%
8			0%	25	0%	30	20%	35	17%	45	29%
9			0%		0%	30	0%	35	17%	45	29%
10			0%		0%		0%	35	0%	40	14%
11			0%		0%		0%		0%	40	0%
12			0%		0%		0%		0%		0%
13+			0%		0%		0%		0%		0%
Other [list]			0%		0%		0%		0%		0%
Total	75	145	93%	250	72%	360	44%	420	17%	485	15%

 <div> <div>[Student name]</div> <div>Individual Learning Plan</div> </div>	<div>Student thumbnail profile</div>	
	<div>Hobbies/interests</div> <div>[add here]</div>	
	<div>Favourite subject</div> <div>[add here]</div>	
	<div>Likes</div> <div>[add here]</div>	
<div>Name</div> <div>Age</div> <div>Language</div>	<div>Year</div>	

Student thumbnail
This is the 'About me' information

[Student's ILP Team]					
I am...	[Name]	[Name]			
My role is...	Class teacher	School team (specialist teacher, SENCO, teacher's aide, other)	Parent, whānau	Specialist services	Student
I will...					
Present					
Actions Agreement Responsibilities					

'I will...'
Return to here when the new IEP goals have been agreed to say who, what and how for each team member. List any other team contributors – who, what and how?

Actions, agreement and responsibilities
The ILP team agrees: How we will make it work. Agree about joint planning, programming, assessment, review - when/who/where? Who is going to do what? How are they doing it and by when? Are there any specialist services we need to access? How will we communicate with each other/let each other know how things are going?

Meeting date:

Review date:

Apologies:

Looking back

Current achievement

What were the learning successes?

[add here]

What were the learning challenges?

[add here]

Goal	Review – How successful?	Comment	Action
1			
2			
3			
4			
5			

Looking forward

Vision | Dreams | Hopes

[add here]

Learning priorities for team

[add here]

Looking back

Input from all the team members across all aspects of life
What has gone well?
What was challenging?

Current achievement

If this is a first ILP consider where student is currently within the New Zealand Curriculum – assessments completed, specialist reports etc.

Goal

Goals from previous ILP

How successful?

How successful were we in meeting each goal?

Vision | Dreams | Hopes

What do we need to plan towards – are there any changes coming up? for the student ? in the team?

Learning priorities

What are the main areas of learning you would like to see some development in? for the student, family/whānau and team?

School/classroom programme for term

Learning area	Learning tasks including key competency development	Learning opportunities	Teaching and learning for differentiation/adaptation	Priority
[add here]	[add here]	[add here]	[add here]	[add here]
[add here]	[add here]	[add here]	[add here]	[add here]

New goals [Add here]	What will success look like? [add here]	Key teaching and learning (T&L) strategies [add here]
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School/classroom programme
What is the school and classroom programme for the next term(s)? What are the learning activities that accompany the school/ class programme? What are the learning opportunities for this student that these contexts provide? What ILP format do we want to use?
Learning area
Consider learning areas of New Zealand Curriculum - What are our priorities for this ILP? – is there any information we need? Are any assessments needed?
Learning tasks
Class/school/community-based activities. Provided by classroom teacher
Learning opportunities
Skills/learning opportunities for student generated by the team
Differentiation/adaptation
Need for any differentiation to be successful? Need for adaptation to promote access/responding? Are there any assistive technology needs?
Priority
Will it be one of the 3-4 goals? Goals should reflect an immediate learning priority
How to... guides
How to write a goal.
What will success look like?
How will success be shown?
Key T & L strategies
This is the place to signal team goals and needs. Brief overview only (additional planning/ specific programming added /attached e.g. SLT programme).

7 March 2014

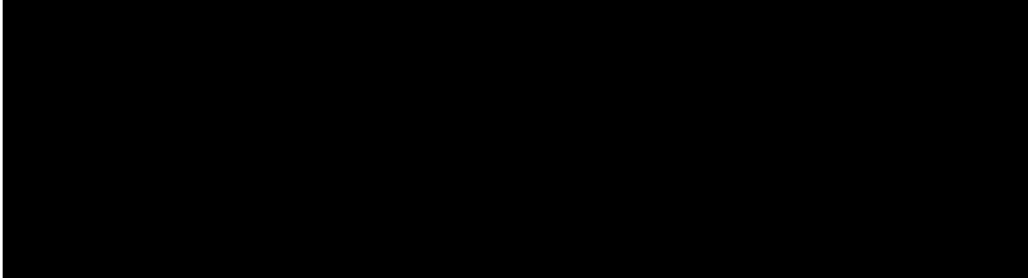
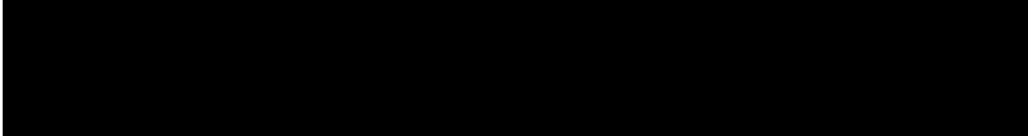
The Partnership School Authorisation Board

To Whom It May Concern

I am writing to confirm Wintec's in-principle support of the proposal put forward by Creators Collaborative Trust for the establishment of a Partnership School from year 0 to year 13.

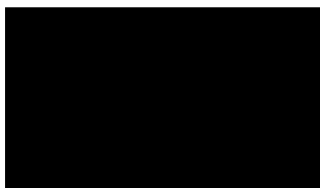
Subject to the relevant approvals, Wintec supports the initial application in three areas:

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

1. 
2. 
3. We are interested in exploring the potential for collaboration with the new school to deliver innovative education that optimises achievement outcomes for all learners.

We look forward to supporting the Trust toward a successful application; and to working with the respective parties to achieve the new school.

Yours sincerely



s 9(2)(a) OIA

Property Development