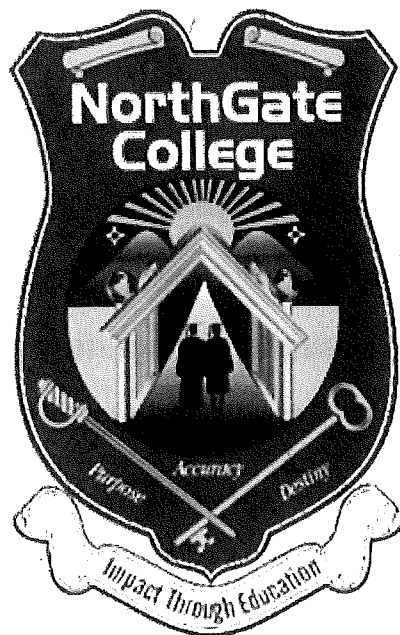


A4



APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014




**NorthGate
College**

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1 Response

Notification:	Dated	Tuesday 16 April 2013
Respondent:	Organisation	Davidic Centre
	Address	P O Box 12106, Thorndon, Wellington, New Zealand
Primary Contact:	Name	Sarah Wall
	Position	Programme Manager
	DDI	n/a
	Mobile	 s 9(2)(a) OIA
	Email	
	Signed	

Our intention is to submit an Application in consideration of operating a PSKH in Wellington CBD, New Zealand.

2 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	Sarah Wall			
Position:	Programme Manager			
Phone number:	n/a s 9(2)(a) OIA			
Mobile number:	<div style="background-color: black; width: 100%; height: 20px;"></div>			
Email address:	<div style="background-color: black; width: 100%; height: 20px;"></div>			
Fax number:	n/a			
Is the contact person authorised to negotiate?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Applicant's organisational profile	
Full legal name:	Davidic Centre (formerly Living Waters Church Trust)
Trading name: (if different)	Not applicable
Name of parent organisation:	Congress WBN http://www.congresswbn.org/
Physical address:	Level 1, 28-30 Hopper Street, Mt Cook, Wellington, New Zealand
Postal address:	P O Box 12106, Thorndon, Wellington, New Zealand
Company website:	www.davidiccentre.com
Location of head office:	Mt Cook, Wellington, New Zealand
Type of entity (legal status):	Charitable Trust
Company registration #:	863927
Country of residence:	New Zealand
GST registration number:	70696878

3. Overview of Applicant's organisation	
Type of organisation:	Faith-based Community
Year established:	28 June 1997, (Living Waters Church Trust). In October 2006 the name was changed to Davidic Centre (made official on 13 October 2010).
History:	<p>Davidic Centre is a faith-based organisation with multiple interfaces with every strata of society. In the last 10 years, DC leaders have coordinated Ethical Initiatives in the Pasifika and Oceania. This has included Values-based Education, Government Leadership Training, Future Leadership Initiatives and development initiatives in the Children's, Professional, Community and Business areas. Davidic Centre has two consultancy companies operating in Wellington, New Zealand. Davidic Centre also assists in the development of leadership and youth focused initiatives in the Pasifika and has held seminars in Samoa, Fiji, Vanuatu, Solomon Islands and Tuvalu. Since 1997 Davidic Centre has consistently facilitated regular youth development initiatives including holiday programmes, camps, leadership development workshops and community development programmes. Since 2004 Davidic Centre has been facilitating the delivery of a nine month leadership programme called Breakthrough School of Ministry (BSM). This programme imparts capacity to church leaders, business people, professionals and university students.</p>
Summary of experience relevant to this RFA:	<p>Fifteen years' experience working with young people from the ages of 5 to 20. Davidic Centre is also responsible for the management and operational efficiency of several business ventures. Davidic Centre members consist of business owners, professionals (including school teachers) and young people.</p> <p>Davidic Centre has close links with Northgate Colleges in Trinidad, Kenya, Jamaica and Zambia. The school in Trinidad is the founding Northgate College and has been in operation for over 14 years.</p>
Total number of staff in NZ:	Davidic Centre is a Trust with members that operate on a voluntary basis to ensure the efficient operations of the Trust. Davidic Centre is managed by twelve competent professionals including our chairman.
Number of locations in NZ:	Davidic Centre is located in Wellington, but there are six other partnership communities located around New Zealand.

Overseas locations:	Davidic Centre has oversight of two communities overseas; one in Fiji and the other in the Solomon Islands.
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4. Current business commitments & proposed key personnel	
Business commitments:	Davidic Centre does not currently have any business commitments.
Other Contracts with government	Davidic Centre does not currently have other Contracts with government.

5. Probity	
List any pending claims against the organisation:	There are no claims against Davidic Centre.
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	There have never been any court judgement or other decisions made against Davidic Centre.

6. Disclosure of proposed partners	
Disclosure:	Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	Building contractor - To be identified and engaged upon approval of our application
Address:	n/a
Specialisation:	Building
Describe the deliverables the Partner / sub-contractor will be responsible for:	Building and preparation of the school premises including electrical requirements, plumbing, etc. to ensure the building is ready for use.

Collaborative Partner / Sub-contractor #2

7. Financial information

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Current financial status:

Gross revenue:

Gross profit:

Last audited financial accounts:

2008 – Davidic Centre is currently in the process of engaging an external auditor to audit the 2012/13 financial year accounts.

Copy of latest audited accounts attached?

Yes

No

✓

Copy of latest annual report attached?

Yes

✓

No

Is organisation in dispute with any trade union?

Yes

No

✓

8. Quality standards

Certificates held:

n/a

Quality assurance systems:

Yes

Internal audit:

Two authorised signatories are required to access bank accounts

Contract management:

Yes

Monitoring & evaluation:	Yes
Reporting:	Monthly financial reports are provided to the Chairman of the Trust
Financial management:	MYOB
Risk management:	Yes
Records management:	All records are filed on a server and backed up regularly
Staff training:	Weekly training of all levels of leadership
Codes of conduct	Yes

9. Occupational Health & Safety (OHS)

Health & Safety Management:

Do you have a written health & safety policy?	Yes		No	✓
Do you have an employee participation scheme for dealing with health & safety issues?	Yes		No	✓
Is formal health and safety training given to employees?	Yes	✓	No	

Records: Which of the following safety records do you maintain?

1 Accident Register (as required by Health & Safety Act)?	Yes	✓	No	
2 Hazard Register?	Yes	✓	No	
3 Hazard information?	Yes	✓	No	
History: Have you received health and safety award/s?	Yes		No	✓

If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	✓

If yes provide details:				
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Health & safety procedures:

Do you have an emergency procedures plan?	Yes	✓	No	
Are formal hazard assessments carried out and recorded?	Yes		No	✓
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	✓	No	

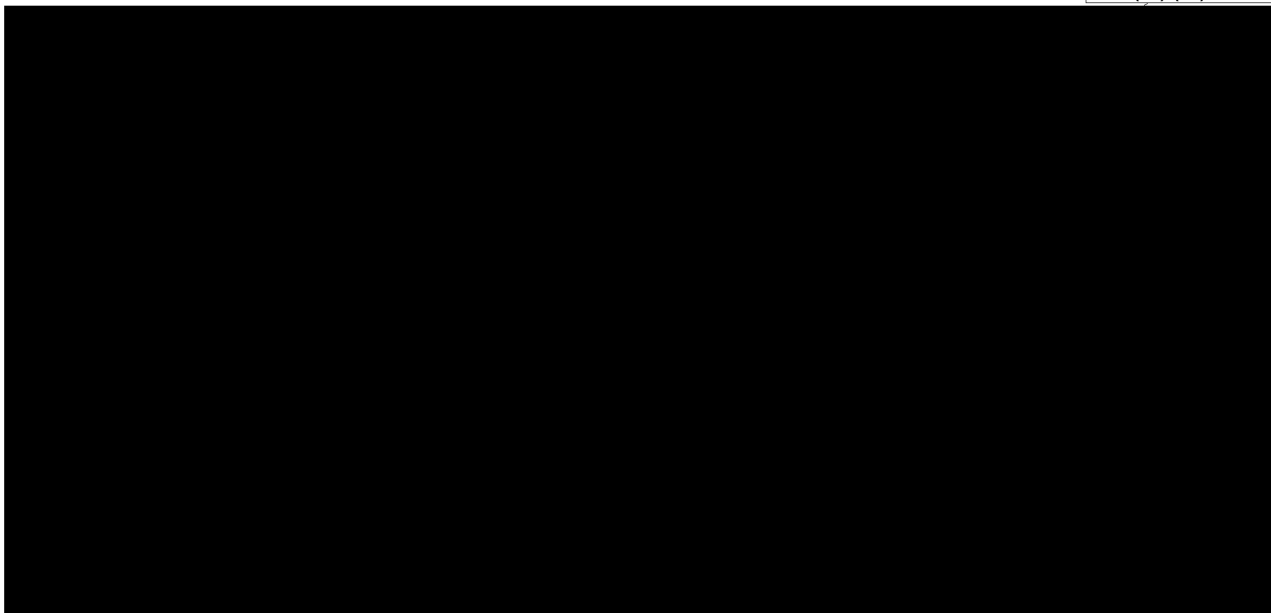
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	✓	No	
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10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when.

Please do not provide the Ministry of Education or any of its employees as referees.

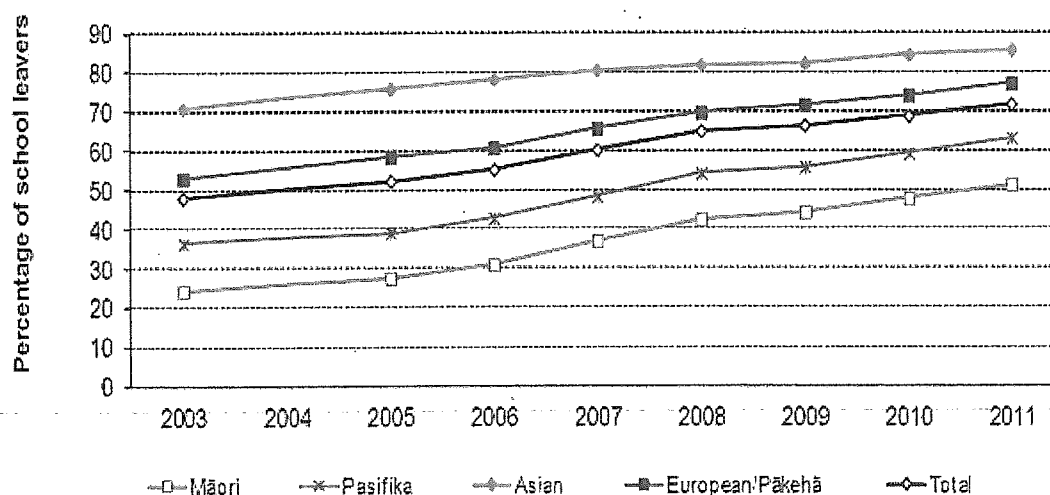
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3 PURPOSE AND GOALS

The New Zealand education system is considered to be world leading in many respects. However, there are groups of students who are not reaching their potential in education. These are Māori, Pasifika, students from low socio-economic backgrounds, and students with special education needs. Together they make up the Government's priority groups of students. Too many students from the priority groups are not getting the qualifications and skills they need to participate in a modern economy. The cost of this educational underachievement is high for New Zealand families and whānau, communities and nation. While New Zealand schools perform very well for many of their learners – there is also a history of underachievement – almost 9,000 New Zealand 15 year-olds (or 14 %) are at the lowest levels of reading literacy according to the Programme for International Student Assessment.¹

The Government has set an ambitious target of 85% of 18 year olds having NCEA Level 2 or an equivalent by 2017. This will require new and innovative approaches of tackling educational underachievement. The current school system does not perform well for Government's four priority groups in education: Māori, Pasifika, children from low socio-economic areas and children with special needs. In 2011 provisional data, for example, 68% of all 18 year-olds achieved NCEA level 2 or equivalent, but only 51% of Māori and 63% of Pasifika students did so.² The graph below shows the trend of school leavers (by ethnicity) achieving NCEA level 2. Since 2003, Māori and Pasifika school leavers achieving NCEA level 2 have been slowly increasing, however, the fact remains that the failure rates of both Māori and Pasifika affect the overall national average.



3

¹ Regulatory Impact Statement – Developing and Implementing a NZ Charter School Model

² Ibid

³ Education Counts Indicators, <http://www.educationcounts.govt.nz/indicators/main/education-and-learning-outcomes/1781>

To address the underachievement, the Government have proposed a new charter model called Partnership Schools/Kura Hourua as an alternative approach to lift student achievement in these priority groups. The failure rates and statistics in these priority groups show that the current education system is unable to cater for the needs of these clusters.

Failure rates are an indication of the need to build calculated strategic initiatives in New Zealand that address the needs of these priority groups – not only focussing on academic achievement, but looking at building their entire person; their identity. While circumstances such as low income and low socio-economic backgrounds may contribute to these groups' failure rates, we believe that powerful values-based lifestyles drive a person's sense of purpose, meaning and destiny in their life.

Sponsor

Davidic Centre is a faith-based Community in central Wellington, New Zealand and serves in the Kingdom Community Network, a sector of a global network 'Congress-WBN'⁴. This section references the sectors of Congress-WBN which demonstrate our experience in the fields of education and youth development.

Congress-WBN (C-WBN) is a unique, global, faith-based organisation headquartered in Trinidad and Tobago. The Congress is focused on effecting human, social and national transformation through the propagation of clearly defined moral, ethical, and values-based principles, patterns, and approaches. It is composed of eight sectors of strategic global initiatives involving networks of professional groups, educational institutions, businesses, churches, individual national leaders, university students, and global technology initiatives. The President and Founder is Dr. Noel Woodroffe who functions out of the primary base in the Caribbean. C-WBN operates on every continent and in over 90 nations with executive offices in Trinidad and Tobago and London.

The eight sectors of Congress WBN include:

1. **Elijah Centre Nexus:** Elijah Centre (EC) functions as a spiritual, administrative and executive hub of Congress WBN. EC is located in Trinidad and Tobago in the Caribbean with 13 other networked subsidiary centres located in eleven (11) major cities in the United Kingdom, United States, South Africa, New Zealand, Belize, Jamaica, Barbados, St. Kitts and Canada. EC provides the Congress with correct godly authority, revelation strength and apostolic patterns. One of EC's initiatives is a Youth Interaction programme aimed at developing the spiritual capacity and awareness of young men.

2. **The Kingdom Community Network (KCN):** is an apostolic network of church communities linked by the core values of reformation, development and relationship. From 1993 to today, the network has grown from four churches in one geographic location to hundreds of churches in over 65 nations across all five continents. KCN churches are bringing transformation, life, new vision and

⁴ www.congresswbn.org

spiritual refreshing across the earth. Davidic Centre serves as a Kingdom Community in this sector with 15 years' experience of focused youth development initiatives such as:

- Designing a mentoring programme in Wellington College for Māori and Pasifika students. The aim of these sessions is to empower young men to create pathways for others by becoming models and examples of ethical standards.
- Designing, implementing and facilitating annual leadership development and personal empowerment camps in Oceania (with youth representing New Zealand, Australia, Fiji, Vanuatu, Solomon Islands, Tuvalu, Samoa, Tonga and New Caledonia). The most recent camp in April 2013, Suva, Fiji, saw a number of representatives from education institutions:
 - 40 Secondary School students commissioned by their schools to attend, with a number of them being Head and Deputy Head Prefects
 - 13 Tertiary students studying at University
 - 6 youths from other church denominations
- A Young Professional's programme for the Regional Assistance Mission for Solomon Islands (RAMSI). This was a proposal designed to develop future leaders that would impact Government, Business and Social sectors in a society.
- Leadership and Sustainability seminars in Tuvalu. Seminars have been conducted focussing on the required leadership for sustainable development in Tuvalu. These seminars and workshops will be on going.
- Flood relief assistance for the community it Wainibuka, Fiji during the 2009 floods.

3. **The Reformation Teaching Advance:** The Reformation Teaching Advance (RTA) sector is responsible for the dissemination and delivery of biblical teaching through a variety of initiatives. Its flagship operations are the Breakthrough School of Ministry (BSM) and COLI, the C-WBN Online Learning Institute. There are over fifty(50) BSMs operating in more than twenty (20) countries. Seven (7) of these schools have been active in New Zealand since 2004 in the following cities: Wellington, Hastings, Auckland, Gisborne, Levin and New Plymouth. The focus of RTA programs is not primarily to provide intellectual stimulation or academic enlightenment, but to facilitate practical changes in the learner's attitudes, perspectives and understandings. RTA also seeks to penetrate national, ethnic, cultural, social and economic barriers and to connect people together in the sharing of knowledge and insight.

4. **Global Insight Services:** The Global Insight Services (GIS) sector of Congress WBN delivers Insight Services to Governments, Businesses, Institutions, Churches and Individual national leaders in the areas of trend-analysis, future-casting and insightful counselling.

5. **Empower Development:** The purpose of EMPOWER Development is to support the nations-development focus of the Congress by creating EMPOWER-ed communities through strategic human development. The EMPOWER brand reflects C-WBN's core philosophy that effective and sustainable nation building must be founded on deliberate, strategic and focused attention to human development. Recent projects include:

- Family Welfare and Community Health Project – Kenya
- Community Technological Empowerment Centre (C-TEC) – Jamaica

- Samaria Widows Project – Ethiopia
- Money Management for Youth (MMY) – United Kingdom
- Youth Development Services – Trinidad and Tobago.

6. **Congress Corporate:** The Congress Corporate (CC) sector promotes a new standard for business through training and mentoring business leaders with a focus on global networking and developing alternative economic concepts. Congress Corporate believes there is more to business than simply profit or loss, it's about building in a larger context. In a world where some of the largest economies are business entities, Congress Corporate advocates that businesses play a vital leadership role in not only economic, but also human development on a global scale. A Congress Corporate development team is currently established in New Zealand.

7. **Global Leadership interlink:** Global Leadership Interlink (GLI) is a global network of professionals and university students committed to social and professional development through the promotion of values-based leadership and to setting a standard of professionalism based on the highest levels of integrity. A GLI management team has been in place in New Zealand since 2005 and continues to thrive with a GLI Professional membership of 30 Professionals and a GLI Campus group of 14 University Students.

- The GLI partnered with Te Wananga o Aotearoa to conduct an Ethical Leadership Seminar in 2008. This was primarily targeted at Māori leaders and Professional Groups. The seminar was held at Te Herenga Waka Marae at Victoria University

8. **Global Communications Technology:** The Global Communications and Technology (GCT) sector develops, deploys and manages a system of websites, webcasts, broadcasts, communications and publications throughout Congress WBN (C-WBN) and to the wider world. A recent initiative with Congress WBN's Bright Path Foundation facilitated a Youth Technology Camp in Fiji. This initiative provided training for over 300 persons from across the Pasifika region and was hosted by the U.S. Department of State in collaboration with Bright Path Foundation and Fiji-based Pasifika NEXUS.

The philosophy of the C-WBN focuses on effecting individual as well as national transformation. In the Congress we believe that long term, sustainable success must be based on carefully established ethical platforms. As such, Congress elevates principles such as integrity, excellence, humility, leadership through servant-hood, and achievement through sacrifice.

The focus and objective of the Congress is to impact and build human development and have developed strategic projects over the last 20 years such as:

- The establishment of Northgate Business Institute, Lagos, Nigeria
- The Sishemo: Project for Training Displaced Orphans, Lusaka, Zambia
- Tumaini: Increasing Public Awareness through Drama, Nairobi, Kenya
- The National Youth Steel Orchestra and Leadership Development Program, Belize
- A Youth Development Program at St. Michaels Home for Boys, Trinidad
- The establishment of NorthGate College, Trinidad

NorthGate College (NGC) is part of the C-WBN's Global Education Initiative and an icon for the C-WBN's ability to speak to and offer value to the youth of the nations.

The NGC process seeks to engineer a quality-learning environment that goes far beyond an academic experience. NGC provides students with the knowledge and experience that will endure throughout their lives. The NGC student must be drawn by a clear picture of a preferred future and not necessarily shaped by the past or moulded by present circumstances. To this end NGC is built upon a value-based system of education and development as outlined by the Word of God and especially relevant in the globalised environment of the 21st century. NGC currently operates in Trinidad, Kenya, Jamaica and more recently Zambia.

NGC began in 1999 at St. Augustine, Trinidad and Tobago with 100 students but within a few short years the population grew to just below 300 students. The current curriculum not only offers a range of the usual academic material but goes beyond to include issues of character, manhood, womanhood and successful management of life in an age of globalisation. NGC New Zealand will have the main elements of the New Zealand curriculum but will also include a focus on the empowering of an individual through internal character development. This is reflected in the performance goals determined by the mission and vision of the school.

Globally, NGC has distinguished itself for the moral uprightness and principled disciplined approach of its students. NGC students are recognised by their sense of purpose, confidence and their willingness to challenge the status quo while respecting authority structures.

NGC has been able to build an environment and culture that is able to take students from failing systems and effect not only an academic transformation but develop students of character and confidence who are aware of their individual purpose, worth and societal responsibility. The success rates in external exams in Trinidad are stipulated below:

National averages in core exams [Math and English at Ordinary Level]

- Nationally – pass rate in Math [2009] 45%
 - Nationally – pass rate in English [2004] 63% [one of the challenges in our region is ease of access to information]
-

Regional averages in core exams [Math and English at Ordinary Level]

- Regionally – pass rate in Math [2011] 36%
- Regionally – pass rate in English [2011] 67%

NGC pass rates

- Math [2011] 78%
- English [2011] 93%

- Math [2012] 77%
- English [2012] 89%

Davidic Centre seeks to establish NorthGate College in Wellington (NGC Wellington) New Zealand with the belief that we can achieve objectives of the Government of the day, but also build a generation with sustained Kingdom values. The location for NGC Wellington will be at 28-30 Hopper Street, Mount Cook, Wellington, New Zealand. The surrounding regions suit the required needs to target and set up a school in this region with low-income suburbs such as Mount Cook and Mount Victoria.

3.1 Provide a detailed statement of purpose and goals that:

a) describes your distinctive mission/vision and detail how it will enable student engagement and achievement and why you are proposing to open this school

1. To provide sound values-based education to generations of young people so that they are motivated by purpose and empowered to fulfil their personal destiny and be good citizens of our society.
2. To produce well-developed citizens with relevant knowledge, understanding, character and competence, who will contribute to and positively impact their spheres.
3. To form links with parents and the wider society to create synergy for national transformation and global impact.
4. To express the values of the Kingdom of God through modern and effective educational practices, thus remaining relevant in a fast changing world.

b) defines the school's performance goals and detail how these will be achieved and measured

1. **To provide sound values-based education to generations of young people so that they are motivated by purpose and empowered to fulfil their personal destiny and be good citizens of our society.**

Goal: *"Staff uphold and accurately represent the core values on NGC Wellington"*

Measures:

- *Staff will observe, rehearse and maintain the core values of NGC Wellington.*
- *Staff actively participate in all professional and character development offered by NGC Wellington.*
- *Staff actively implements all responsibilities from a clear understanding of the core values of NGC Wellington.*

Goal: *"Students exhibit a growing understanding of the core values of NGC Wellington."*

Measures:

- *Staff will clearly articulate their personal impacts and development process.*
- *Staff will document reflections and evaluations of personal process.*

Goal: "Staff and students partner together to actively engineer a high level learning environment."

Measures:

- Staff and students collaboratively create a safe, nurturing and creative environment of learning.
- Staff and students actively take ownership and contribute to the quality of the learning environment.
- Staff and students apply the characteristics of excellence towards learning.

2. To produce well-developed citizens with relevant knowledge, understanding, character and competence, who will contribute to and positively impact their spheres.

Goal: "Students of Years 11 - 13 will engage in community and global service."

Measures:

- Students from Year 11 will experience community service two times in their year.
- Students from Year 12 will participate in at least three global forums hosted by Congress WBN.
- Students in Year 13 will have the opportunity to visit global NGC schools.

Goal: "Every student will graduate with a developed trajectory plan."

Measures:

- Students providing evidence of tracking their process throughout their school years.
- Students presenting to the faculty, alumni and current students their 5 year trajectory plan.
- Students will develop three business relationships in the field of their interest, three months prior to graduating.

Goal: "85% of all NGC Wellington students will be competent readers, writers, listeners and speakers in the English language."

Measures:

- Staff will implement regular assessment of students' competence levels in this area.

Goal: "85% of all NGC will be competent in numeracy."

Measures:

- Staff will implement regular assessment of students' competence levels in this area.

Goal: "Show high levels of transparency, accountability for financial matters."

Measures:

- Six monthly reports are submitted on time.
- Produce and implement stringent accounting policies and procedures.

3. To form links with parents and the wider society to create synergy for national transformation and global impact.

Goal: "Staff will involve and inform parents in school developments and initiatives."

Measures:

- Staff keeping parents informed through various forms of reporting and updating.
- Staff including parents in school activities, extra curriculum and fundraising initiatives.

Goal: "Staff, Parents and students will co-ordinate and participate in the annual Entrepreneurial Project."

Measures:

- All stakeholders taking part in a peer evaluation at the end of the annual Entrepreneurial Project initiative.
- All stakeholders will collaboratively access and utilize the wider community.
- All stakeholders will demonstrate comprehension of the entrepreneurial skills required for the initiative.

Goal: "Students will demonstrate their understanding of globalisation and its implications on human development."

Measures:

- Students will identify technical characteristics and demonstrate technical excellence in digital communication.
- Students will maximise technological knowledge to enhance literacy and numeracy understanding.
- Students will participate in global virtual learning.

4. To express the values of the Kingdom of God through modern and effective educational practices, thus remaining relevant in a fast changing world.

Goal: "All staff, students and parents will be encouraged to actively discover their God ordained purpose."

Measures:

- Staff will consistently build and evaluate best practice for modern and effective teaching.
- All staff, students and parents will acknowledge and celebrate the corporate developmental transition of the school.
- All staff, students and parents will be encouraged to participate in an authentic process to find God on a personal level.

c) Outline what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 3.1(b) above.

NGC Wellington's key advantages are the widespread distribution of our core values, which have been proven on a global scale regardless of the diversity of ethnicities and cultures. It has also been the mainstay of our model school, the Northgate College in Trinidad. Everything that is exported from Congress WBN, always follow the pattern of being proven first from the creative core in Trinidad before it is distributed to other centres around the world.

The Congress WBN is cultured by the following attitudes and values:

Management

Management is the stewardship of what has been entrusted to us.

Distribution

Is the distribution of the core values and standards in its accurate and undiluted form to all staff members and students.

Thoroughness

Is our attitude of careful consideration and internalisation of what is imparted.

Mensa

Our thinking system is based on Kingdom values and it is both our point of distinction and it provides the definition of our power to prevail in purpose.

Creativity

Creativity is the development of "seed thoughts" into tangible reality.

Creativity is a building tool and the management of the creative process as a requirement for effective building.

Collaboration

Collaboration is partnering to produce outcomes corporately as opposed to individually. This is the power of synergy.

Accurate Representation

Accurate Representation is unlocking the potential to be truly productive.

The Process: Accurate representation => divine enablement => relevant productivity => increased authority.

NGC Wellington is committed to meeting and exceeding 3.1(b) above by:

- Demonstrating exceptional understanding and application of responsibilities and duties.

- Exhibiting model behaviour that exemplifies the values and qualities of NGC Wellington.
- Enhancing our community maturity culture of co-ordination, collaboration, shared life and unity.
- Skilfully and in a highly reliable manner, steward all multiple and varied types of tasks and priorities.

4 EDUCATIONAL PLAN

4.1 Educational Focus

4.1.1 Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.

The details of the proposed student population for our school are:

Year Level

The year level we are targeting is from Year 7 to Year 10 with an intention to extend to Year 13. Our focus is first on a small dedicated group of students in the first year to set up our systems well, then to increase the year levels in successive years until we reach year 13 in 2017. The first group of year 10 students in 2014 will be our first Year 13 in 2017.

With potential disruptions that new additional students can incur, this is structured with a consideration of building a strong culture that will create the momentum for new students. It is the culture that will bring equalisation of understanding of the core values of Northgate College.

Ethnicity

NGC Wellington will provide for all ethnicities and cultures. There will be proportionate focus on every socio-economic group to provide a balanced and integrated environment. There will be special focus on the group that the government has identified which are Māori, Pasifika, and those from low socio-economic backgrounds. We will also be considering our facilities to cater for students with special needs in later years.

Gender

The gender composition that we are proposing for our Partnership School is a co-educational system. We would like to get an equal representation of gender for our Partnership School. It is also provides a setting for the development of balanced human relations.

School roll

The school intends to take 120 students in total from Year 7 to Year 10.

The example of the phase approach that we have taken is as below

Year 2014 – 120 students (Year 7 – Year 10)

Year 2015 – 150 students (Year 7 – Year 11)

Year 2016 – 180 students (Year 7 – Year 12)

Year 2017 – 210 students (Year 7 – Year 13)

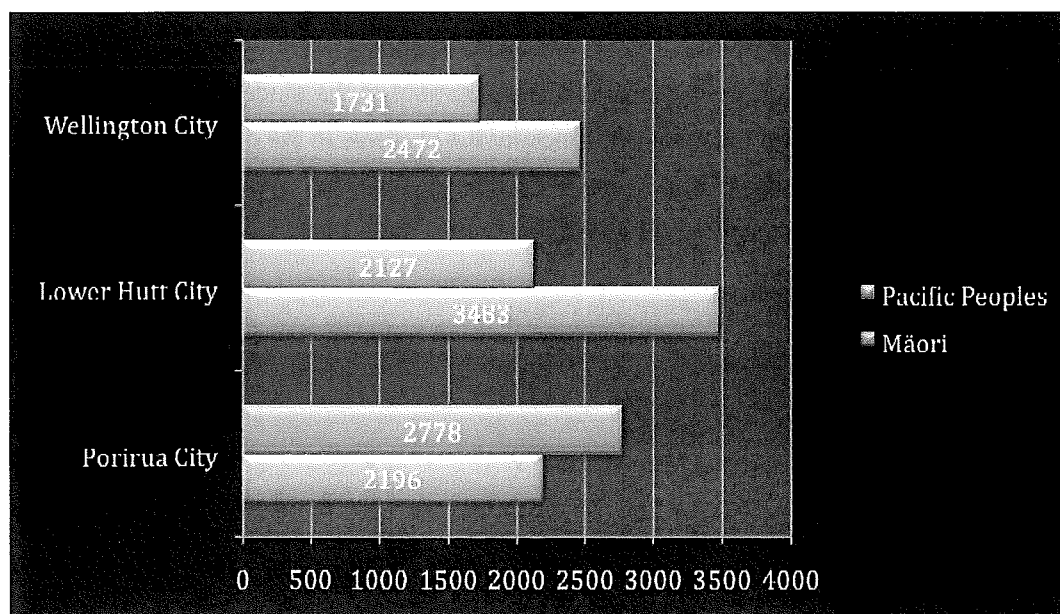
4.1.2 Provide detail on the following:

- a) the relationship between the student population to be served and the intended geographic location of the school

Intended geographic location

From the proposed student population above, the intended geographic location that we are considering establishing the Partnership School is in Mt Cook, Wellington. 48.7 percent of people aged 15 years and over in Mt Cook have a post-school qualification, compared with 46.3 percent of people throughout Wellington Region. In Mt Cook-Wallace Street, 6.3 percent of people aged 15 years and over have no formal qualifications, compared with 19.8 percent for Wellington Region as a whole. (Stats NZ)

Compared with Lower Hutt and Porirua, there are also large amounts of Māori and Pasifika students in Wellington City for our school to target. The following graph shows the number of Māori and Pasifika people from ages 10 – 19 in Wellington, Lower Hutt and Porirua:



Establishing NGC Wellington in Mt Cook would also be accessible for those commuting in from Lower Hutt and Porirua. The following table shows the numbers of people commuting to Wellington as a workplace destination:

Usual residence	Commuting destination (workplace address)						
	Kapiti Coast District	Porirua City	Upper Hutt City	Lower Hutt City	Wellington City	Total four cities of Wellington	Masterton District
Kapiti Coast District	10,490	880	170	760	3,770	5,580	20
Porirua City	260	7,780	300	1,450	8,190	17,720	20
Upper Hutt City	50	400	7,320	4,050	3,990	15,760	40
Lower Hutt City	110	680	1,490	24,600	13,520	40,280	70
Wellington City	280	2,620	630	5,260	79,150	87,660	170
Total four cities of Wellington	690	11,480	9,740	35,350	104,860	161,420	310
Masterton District	10	10	40	90	210	350	7,580

(Source: *Stats NZ Population with a workplace address in the wellington region usually resident in Wellington region, by commuting destination. 2006 Census*)

- b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school.

The unique focus for NGC Wellington is on the personal development of the students, a sub-set of which is academic achievement. One of the main drawback for the students in the current systems is the lack of personal identity, self esteem and vision. We believe that our unique approach will improve outcomes for students, and these goals for improvement have been set out in the table below:

Improve Outcomes	Māori	Pasifika	Low socio-economic
Character formation of which academic achievement is a sub-set	✓	✓	✓
Corporate student body emerges as a purpose-filled, confident community of adults skilled in every sphere of human endeavour with the capacity for global impact.	✓	✓	✓
Students are encouraged to participate and share their inherent creative resource	✓	✓	✓
Students' confidence and the ability to speak and write articulately are required, taught and encouraged.	✓	✓	✓
A fully integrated range of co-curricular activities to develop every aspect of the students social lives	✓	✓	✓
Teachers who are committed to the learning and development of the students.	✓	✓	✓
To empower the teachers to uphold and accurately represent the values and principles of the school	✓	✓	✓

Re-teaching method using a modular approach base on topics. The re-teaching method is based on assessing the teacher's delivery. It enables the teacher to find the best teaching method for the student.	✓	✓	✓
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- c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement.

The educational needs and barriers to achievement of the target student groups all share similar characteristics. In particular, for Māori and Pasifika students, there are three core educational needs:

- Literacy and numeracy attainment of school leavers
- School leavers attaining NCEA level 2
- University Entrance standard attainment of school leavers
- Absence rates

The following table outlines the nature of these needs in Māori and Pasifika students in 2010 and 2011:

	Māori	Pasifika	National total
Students meeting NCEA level 1 literacy and numeracy	65.7%	86.6%	90.1%
School leavers attaining NCEA level 2	51.3%	63.1%	71.8%
School leavers with University Entrance standard	23.1%	30.4%	46.6%
Total absence rate (justified and unjustified)	13.4%	11.4%	10.2%
Unjustified absence rate	4.0%	3.4%	2.3%

These are particular areas of concern for the groups that our school will target – there are distinct similarities of the academic achievement being significantly lower than the national average. Absentee rates are also markedly higher than the national average for these groups – absence is a huge issue because it affects engagement and achievement in school.

Educational Barriers

These educational needs are largely systemic in nature – the problem can originate from a number of different factors. Hence, the barriers for these students achieving their potential in education are also systemic.

The fundamental educational need for these students is actually an entire system that understands their needs. The three key barriers for the target groups can be categorised as follows:

- Teaching quality
- Community involvement

- Student identity

Teaching Quality

While at school, teachers are the primary portal for students' learning. Teachers deliver expectations for achievement in school, help to develop students to realise their potential, and facilitate an environment of learning and development.

The literature outlines that high quality teaching is the most vital influence that the education system can have on quality student outcomes⁵. According to Anton-Lee, evidence shows that "59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21%, but generally less, is attributable to school level variables"⁶.

The influential nature of teachers, particularly for students in these target groups, can either be an enabler or a hindrance to the learning and development needs of students. In many cases, the issues teachers face – such as perceptions of different student demographics, a lack of awareness, and lack of opportunities for their own professional development – directly impact on the success of students.

For example, Courtney Cazden⁷ highlighted that inequitable education system performance for Māori learners was deeply entrenched in the New Zealand culture and approach of teachers. While well-intentioned, the limited understanding of teachers' about Māori learning needs limited the opportunities and potential of Māori students.

Quality teaching is especially important in the formative years of the students NGC Wellington is looking to target to ensure sustainability, and hence teaching quality is a huge area of focus for the school.

Community Involvement

The traditional New Zealand curriculum primarily emphasises achievement. However, for our target students, focusing on achievement in school in isolation of their broader context is a barrier for these students reaching their potential.

This is consistent with, for example, the Pasifika Education Plan which aims to achieve optimum learning by promoting closer alignment and compatibility between the learner's education

⁵ Quality Teaching for Diverse Students in Schools: Best Evidence Synthesis Iteration

⁶ Ibid.

⁷ Interactions between Māori children and Pakeha teachers : observations of an American visitor / Courtney B. Cazden, Auckland Reading Association, Council of NZ Reading Association, 1990

environment and their home and / or cultural environment⁸. This is so that all components of a student's environment work together for better educational outcomes.

For our target groups, a barrier for students learning is when parents are not involved in the delivery of the curriculum or able to provide feedback into curriculum delivery. These groups – in particular Māori and Pasifika – walk in multiple worlds, at home, in the community, in school. If parents and the communities that our students are part of are not connected to the school, the school will not be able to provide a system which caters to the nature of these students' environments.

Student Identity

For many of our target students, their ethnicity and environment has labelled them as 'problem' because they are underachieving at a national level. The focus on problem produces negative self-perception in these groups leading to underachievement, which reinforces these perceptions.

For Māori and Pasifika, cultural perceptions like these can come with the perception of 'I'm the minority' rather than bringing empowerment and seeing the uniqueness that their culture brings. Each ethnicity is unique and we want the system our school provides to bring out the diversity and potential of all the ethnicities and backgrounds of our students, rather than forcing conformation to a system which does not meet their needs.

d) how you propose to attract these students.

NGC Wellington will use various mediums below to attract students to enrol. The mediums are listed below.

CURRICULUM

NGC Wellington has a dual focus where the development of the individual character is a central part of the curriculum. We recognise the importance of quality education and the foundational skills to develop in the academic arena and NGC Wellington will offer an environment where both the person and their knowledge and intellectual aptitude will flourish.

OPEN DAY

Purpose

Invite potential students, parents, members of the community to learn about the school philosophy, ethos, goals, curriculum and examples of the type of excursions throughout the year.

The attendees will also meet the school faculty and have an opportunity to ask questions specific regarding their child's need.

⁸http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/~/_media/MinEdu/Files/EducationSectors/PasifikaEducation/PEPfoldup12Feb2013.pdf

Target group

Potential students, parents, staff from other school, community members and business owners.

Programme outline

Open day to be held on a weekday and weekend from 10:00am to 3:00pm. Advice from members of the public and the teaching faculty will inform the day the Open Day will be held on.

The school principal will welcome all attendees and introduce the school faculty. A description of the school vision, purpose, goals and outcomes will be shared. All attendees will be taken on a virtual tour of the school using multi-media prior to dispersing into workshop groups.

Learning practicums will be set up in various class rooms where attendees can have first-hand experience and interaction with the curriculum and teaching style some of the staff.

Free lunch is offered to all attendees and guests.

OPEN EVENING

The purpose and target group for the Open Evening is the same as the Open Day. The only difference is the duration. The Open Evening will be held either on a weekday or weekend from 6pm to 9pm and a light supper will be provided. Advice from members of the public and the teaching faculty will inform the actual day the Open Evening will be held on.

PARTNERSHIP WITH CONTRIBUTING SCHOOLS

The NGC Wellington principal will schedule visits to local schools on an annual basis in Term 4. Visits will be within the Wellington Central, Lower Hutt and Porirua regions to identify any students interested in attending NorthGate College for Year 7 to 10.

SCHOOL EXPENSES

Tuition structure

Fee structure will factor in the affordability of students, so that accessibility is created. Instalment options will be provided to parents to pay fees.

Uniforms

Instalment options will be available to parents to pay uniforms. In the first year of operation NGC Wellington will offer a subsidy toward the purchase of the school uniform.

Extra-curricular activities

The school will work with local businesses to gain sponsorship toward extra-curricular activities such as camp, sports clubs, uniforms, transport etc.

Fundraising activities will also contribute to subsidising students so that the costs are shared parents.

COMMUNICATION STRATEGY

Strategy document

Develop a clear Communication Strategy to describe how NGC Wellington will engage with multiple audiences to communicate:

- How the school will be promoted through different mediums
- How the school will engage with internal and external stakeholders of the school

SPECIFIC PROMOTION APPROACHES

Word of mouth

Utilise existing networks through individuals associated with C-WBN in New Zealand.

Posters

Develop posters with NGC Wellington vision, goals, contact details and Open Day and Open Evening details.

Posters will be translated into the following languages: Māori; Samoan; Tongan; Tokelaun; Niue; Cook Island; Fijian; Mandarin; Hindi; Arab, Japanese, Chinese and Spanish.

Display posters on community notice boards.

Community newspapers

A copy of the poster to be printed in various community newspapers.

An example of newspapers that will be considered include: Porirua News; Wainuiomata News; Central Community Newspapers, The Wellingtonian, The Hutt News, Kapi-Mana News, Kapiti Newspapers, Upper Hutt Leader and Wairarapa News.

Advertisements will be published on hardcopy and online mediums. Free publication will be utilised as well as selecting the following newspapers based on maximum return from research conducted.

Radio broadcast

Promote the school in broadcasts through community radio stations across the Wellington region. Examples of the radio stations include: Wellington Access Radio, Maranui FM, Atiawa Toa FM, Radio New Zealand National and Radio New Zealand International.

Television broadcast

Tangata Pasifika - community section

Māori Television - community section

Internal Education Publications

Educvac and Update publications sent to existing schools.

Educa

Register with Educa, where other teachers and parents can read about key details of NGC Wellington.

Twitter

NGC Wellington Twitter account publishing messages about upcoming school activities and news (general and specific).

Community festivals and events

NGC Wellington can host a stall at community festivals and make a verbal announcement about the school. Some examples of festivals held in the Wellington region include: Newtown Festival Fair Day; Pasifika Festival, etc.

4.1.3 Describe

- a) the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please explain why you chose this curriculum, explain how it aligns with the key elements of one of these documents and provide details of the curriculum by way of appendix

NGC Wellington is a faith-based entity partnering with the NZ Curriculum

NGC Wellington will be using the New Zealand Curriculum as it is congruent with our own aspirations and educational philosophy as a faith-based entity.

NGC Wellington is a faith-based entity and this dimension is pivotal to the overall structure of the curriculum we offer.

Fundamental to the curriculum is the Foundation for Life series. This is our bible study segment of the curriculum which will be a constant in the educational life of our students. We believe that Foundation for Life is core to the personal development of each student's personal identity and creates the necessary platform for academic achievement. In other words, academic achievement is a natural progression of a well-developed human life.

We will concentrate on building the personal identity of each NGC Wellington Student through Foundation for Life, so that as they progress through their educational pathway, they develop the necessary character attitudinal imperatives to weather the storms that life throws at them.

Our Educational Scope

Our scope is to provide an education for years 7 – 13, but this will be a long-term and accumulative process. For the purposes of laying the foundation, in the first year of our operation we will offer a curriculum focused on years 7 – 10 and then we will expand into years 11 -13 as the years progress. We are committed to focusing on years 7 – 10 because we are conscious that this age range is a fundamental transition period of these students' lives. They are experiencing changes on every level

in terms of physical development, becoming more socially aware and engaging more complexly with the world– it is the genesis of their becoming young adults and building positive relationships with new teacher and beginning to be involved and see their value in their communities⁹. These students will also be working and existing in a culture focused on clear academic targets in literacy and numeracy for Māori & Pasifika students, as outlined in the Ministry of Education's Māori and Pasifika Education strategies¹⁰.

At a future stage of the curriculum design and review process, particularly in years 11-13, we will interweave into the curriculum subjects that pertain to developing the business, entrepreneurial and ICT dimensions of our student population.

Māori are quoted as the third most entrepreneurial race in the globe¹¹. Currently Māori boast a \$36 billion contribution to the New Zealand economy¹². This tells us that investing in business and entrepreneurial studies at NGC Wellington positions our students to be sustainable contributors to the future economy of New Zealand in an area where Māori already show economic strength. Likewise, we will also develop our students' capabilities in information technology and design. Pasifika peoples in particular have been described as having elevated talent and potential in this arena¹³. NCW will leverage off that innate ability and potential, experience and knowledge to develop the capacity and capability of its students in this area.

Following is the NGC Wellington Curriculum Philosophy:

Overarching Mandate – what we aim to produce

The NGC Wellington process places a great emphasis on personal development of which academic achievement is a by-product. To this end there are several deliberate curriculums, learning environment and teaching strategies which are undertaken to ensure that the corporate student body emerges as a purpose-filled, confident community with the capacity for global impact.

Our Vision – our inspiration to fulfilling our mandate

- To provide a sound education using a biblical framework to generations of young people, so that they are motivated by purpose and empowered to fulfil their personal destiny.
- To develop well-educated citizens of knowledge, understanding, character and wisdom who will positively impact every sphere of society.

⁹ The New Zealand Curriculum, 2007, p.41

¹⁰ Ka Hikitia - Managing for success: The Māori Education Strategy 2008-2012 & Pasifika Education Plan 2013-2017

¹¹ Global Entrepreneurship Monitor (GEM) Aotearoa New Zealand 2005

¹² Business and Economic Research Limited, 2011

¹³ MPIA Pacific Prosperity Conference 2005, www.aucklandfiji.org.nz

- To develop well-educated citizens who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future for Aotearoa.
- To develop well-educated citizens who, in their school years, will continue to develop sustainable values, knowledge and competencies that will enable them to live full and satisfying lives.
- To form links with parents and the wider society to create synergy for national transformation and global impact.
- To express the values of the Kingdom of God through modern and effective educational practices, thus causing the national lifestyle to be more closely aligned to God's eternal plan.

Strategic Leadership Development

Leadership is a paramount capability that NGC Wellington is committed to developing in the students. Although it is not a subject per se, the NGC Wellington environment places deliberate and systematic emphasis on leadership development:

- Staff members consciously seek to identify leadership potential in students and develop creative avenues of expression for this capacity.
- Students are strongly encouraged to demonstrate initiative and to take responsibility for the full development of their ideas and to work them through to completion.
- Designated student leaders are solemnly charged with their duty and responsibility. There is a declared requirement upon them to demonstrate measurable growth as individuals – in self-control, and the ability to relate to others.
- The responsibility of the student body to respect their student leaders is emphasised and enforced; disrespect is simply not tolerated.

Te Tiriti o Waitangi

NGC Wellington is committed to developing fully functional individuals who are relevant and aware of the local, national and global context in which they exist in. NorthGate Students are not developing in a vacuum environment which is narrow minded but rather an expansive mind-set to prepare our students for-life ahead.

To this end, NGC Wellington offers a multicultural learning environment as it accepts students from all faiths and walks of life. Te Tiriti o Waitangi is reflected in the nature and culture of whānaungatanga amongst not only the student body but the teaching body. The Whānau concept will be a hallmark of the culture as NGC Wellington is not only an educational facility but 'home' to our students.

We are also committed to deliver Te Reo Māori as a language and go the extra mile and provide historical context to the emergence of Aotearoa New Zealand, pre and post-colonial times. We believe it is critical for all students the context in which they live.

We also have the capacity to network with our Māori and Pāsifika communities and link our students into community initiatives in the fields of music, art and community development in Māori and Pasifika communities.

Curriculum Delivery

The broad approaches to curriculum delivery include:

- Breadth of academic curriculum to cultivate an appreciation within the students of a variety of disciplines.
- A fully integrated range of co-curricular activities to develop every aspect of the students' social lives.
- Students are encouraged to participate and share their inherent creative resource. Confidence and the ability to speak and write articulately are required, taught and encouraged.

4.1.3

- b) detail how your chosen curriculum will be delivered at each year level in your proposed school.

THE CURRICULUM – MATURITY PROCESS AND PROGRESSION OF A NORTHGATE WELLINGTON STUDENT

NGC Wellington seeks to engineer a quality learning environment that goes far beyond an academic experience. NGC Wellington provides students with knowledge and experience that will endure throughout their lives. NGC Wellington students must be drawn by their sight of a preferred future that is not necessarily shaped by the past or limited by their present circumstances. To this end NGC Wellington is built upon a value-based system of education and development especially relevant in the globalised environment of the 21st century.

Values and Competencies

The NGC Wellington Values and Competencies underpin our curriculum. The values sustain our school system, from the governance structure, staff, students and school community, and give us the capacity to fulfil the vision. The competencies are an expression of the values.

VALUES		COMPETENCIES	
	DESCRIPTION		
Management	<p>Management is the value embedded in our teachers of carefully stewarding and guiding the journey of a student. This is first achieved through accurate perception of the holistic development of the student.</p> <p>Therefore teachers look at the student holistically and consider not only the educational aspect, but the emotional, social, physical and mental dimensions of a person.</p> <p>Management for students is a student taking personal responsibility and ownership of not only their educational development but their life. Management in the life of a student is the capacity to manage different contexts – family, study, personal goals and expectations.</p>	<ul style="list-style-type: none"> Teachers approach their teaching with a sense of mission Teachers deliberately learn about their students cultural context and worlds in order to be relevant and aware Teachers have a pastoral dimension and considerate of strategies to support students in managing their educational & personal journey Students work with a sense of mission Students have a holistic view of Students prioritise out of valuing their future destination Students manage their emotions better and develop judicial temperament e.g. not becoming easily discouraged when mistakes are made Students improve in their stress threshold because of patience and consistency in applying themselves in their study is being built 	
Distribution	Distribution is the value of teachers consciously considering that they are a portal of	<ul style="list-style-type: none"> Teachers understand that they are a portal of 	

	<p>delivery. There is awareness that they are not just delivering their learning and teachings from the NZ Curriculum to the students, but they are distributing their values. Therefore teachers recognise that a values-based life empowers the delivery of teaching.</p> <p>Distribution for students is recognising and appreciating that the teachers input into their lives is valuable. This honour and respect of the teacher's genuine concern for their development creates a clear pathway for students to receive from their teachers. It means there is no resistant to what is being taught, but there is an enquiry and search.</p>	<p>delivery and must therefore be able to understand, process, articulate and practise</p> <ul style="list-style-type: none"> • Teachers take personal responsibility to model the core values to ensure accurate transference of values to students • Teachers appreciate the mundane routine of daily teaching and therefore it is never seen as a chore or task • Students show appreciation to their teachers for their hard work and preparation • Students appreciate their teachers as a portal of delivery and therefore make more effort to apply what they learn
Thoroughness	<p>Thoroughness is a value where teachers live by conviction. This personal conviction embeds in the teachers a real sense of not just looking at the detail of teaching but also the whole picture.</p> <p>Thoroughness for the student is considering not just their immediate situation but considering the impact of their actions on the bigger picture. It teaches them not just to look for quick fixes but be ready to be consistent and apply themselves over a long period of time. This is sustainability.</p>	<ul style="list-style-type: none"> • Teachers plan for development • Teachers show passion through their preparedness • Students see the bigger picture ahead and so discipline Students make small steps to consistently apply themselves to develop long term habits
Mensa	<p>MENSA is a value embedded in teachers where they are aware that their own thinking systems are influential. Therefore they manage their perspectives and world views. They acknowledge that in order to build the global student that as teachers must be global in their mind-set. There is an aptitude for the teachers to be sharp, focused and single-minded.</p>	<ul style="list-style-type: none"> • Teachers are clear in their thinking, how they process and articulate themselves • Teachers actively evaluate and muse about their thinking system and what is portrayed to the students • Students gain a greater awareness of their global world e.g. NorthGate students across the globe • Students become more collaborative as they recognise students across the globe are going through the same process. • Students become more transparent of their world as they discover that students across the world are

			going through the same learning experience
Creativity	<p>Creativity is a value where teachers are iterative in the building process and therefore they are reflective.</p> <p>Creativity is a value for students where they recognise their God-given talents and that it is not only for an individual, but for corporate benefit. Students also learn that it is not just about studying and working but evaluating their process.</p>		<ul style="list-style-type: none">Teachers are not only 'artistic' in their creativity but strategicTeachers meet and dialogue with other teachers about their teachingStudents recognise that the application of human gifting & competence is directed by the values
Collaboration	<p>Collaboration for teachers is valuing the process over the end product. There is a greater application of what they learn working together with others, over delivering an excellent result. They consider their own character development gained through working with others.</p> <p>Collaboration for students is recognising that that nothing can be achieved on their own. Thus recognising that their development is within a corporate context.</p>		<ul style="list-style-type: none">Teachers listening to the ideas of other teachersTeachers encouraging students to share their ideasTeachers appreciating the quality of their teaching but also the process to arrive thereTeachers working interdependently with other teachersStudents encouraging group dialogue with other studentsStudents listening to the ideas of others
Accurate Representation	<p>Accurate Representation for teachers is modelling what they proclaim as their values. For example It is actively working towards applying the issue of integrity, not just school life but by extension into family life. This requires divine resourcing.</p> <p>Accurate Representation for students is recognising that representing your school is not just by human effort alone, but through divine enablement.</p>		<ul style="list-style-type: none">Teachers actively evaluating their values and tracking personal processTeachers supporting through expression in life the core values of NorthGate College cultureStudents representing their school not only in academic achievement but in ethical values

Learning Area		YEAR 7	YEAR 8
Foundations for Life Series (FFL)	<p>In order for students to know who they are and their identity, they must first know God. This programme is focused on discovering and knowing God.</p> <ul style="list-style-type: none">• <u>Fundamentals of the Faith:</u>• <u>What is the nature of God? (Part 1)</u>• <u>What is the nature of God? (Part 2)</u>	<p>Students live and operate in many different contexts e.g. home, family, school. This programme is relevant for developing student capacity and awareness of Being led by God, Renewing the Mind and Prayer</p> <ul style="list-style-type: none">• <u>Extracting Value from Biblical Personalities</u>• <u>What is the mind & why it must be renewed</u>• <u>Extracting Value from Biblical Personalities</u>	
English	<p>Year 7 & 8 student's programmes will reflect a balance across both strands (reading and writing). Students will be empowered to develop explicit knowledge of the various language processes and strategies. They will be engaged in using a wide range of resources to support the language in the New Zealand English curriculum.</p> <p>The classroom programme will also provide support for learners in need, such as ESOL and provide challenges and high expectations. Students will be given regular opportunities to apply knowledge gained in real life situations. We aim to provide our students with a variety of language and reading experiences for students:</p> <ul style="list-style-type: none">• School speech competition• Debating• Interschool speech competitions• Literacy Assessments• School Magazine		
Maths	<p>The aim for years 7 & 8 students is to build on the foundations of 'developed knowledge of how numbers work, and improve strategies for operating</p>		

	mentally'. Concepts will be delivered through a problem solving approach which includes open ended questioning, prediction, experimentation, explanation and making connections. This is important for our Māori & Pasifika students in particular, to teach and empower them to ask questions and break normal cultural hindrances such as the fear of asking questions. Students will also be given regular opportunities to apply knowledge gained to real life situations. For more able students extension activities e.g. Development Band or the equivalent will be used to offer broader, richer, and more mathematically challenging exercises.	
ARTS – Music and Visual Communication	<p>The aim of the arts subjects is to tap into the potential of our years 7 & 8. Their artistic ideas will be generated and refined through cycles of action and reflection. Art activities will offer the opportunity to gain knowledge through traditional and new technologies expanding student life experiences. Learning Intentions and Success Criteria will be shown in teachers planning and clearly understood by the students. Art is a journey of discovery and empowerment.</p>	<p>The aim of the arts subjects is to tap into the potential of our years 7 & 8. Their artistic ideas will be generated and refined through cycles of action and reflection. Art activities will offer the opportunity to gain knowledge through traditional and new technologies expanding student life experiences. Learning Intentions and Success Criteria will be shown in teachers planning and clearly understood by the students. Art is a journey of discovery and empowerment.</p>
Health and Wellbeing	<p>Health and Wellbeing is integral for Māori and Pasifika students, particularly as health issues are paramount for Māori and Pasifika peoples in New Zealand. Therefore in health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.</p> <p>The values that are pertinent to health and well-being are:</p> <ul style="list-style-type: none"> - holistic development of the heart, mind and body - representing positive attitudes and values on the part of students towards their well-being - respect and concern towards other students wellbeing - students understanding their context and environment e.g. physical, emotional environments 	<p>This programme for year 8 is an extension of the year 7 programme. The foundation of values has been laid in year 7 and year 8 provides the opportunity to students to critically think about practical scenarios and their responses. It is an empowering programme teaching students to be alert, aware and to make wise choices based on values.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Building Resiliency • Pubertal Change • Keeping Ourselves Safe • Eating for Health • Relating to Others

			<ul style="list-style-type: none"> • Health and Drug Education • Mental Health • Sexuality Education (odd year)
Physical Education	Part of our culture is teachers modelling a positive attitude towards physical activity and representing this in their own lives. Students will be taught the knowledge, understandings and skills and attitudes that they need in order to maintain and enhance their personal well-being and physical development. Students will be given the opportunity to self-assess, peer assess and reflect on their learning. Teachers will use their connections to connect with relevant agencies to enhance the programmes		PE at year 8 is an extension of year 7 programme.
Learning Languages – Te Reo Māori	<p>Each classroom programme integrates Māori language and culture across the curriculum.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Conversational Māori (Korero) • Greetings (Mihimihini) • Local places (Wahi Māori) • Historical legends (Pakiwaitara) • Waiata (Songs) • Leadership • Genealogy (Whakapapa) <p>Opportunities include:</p> <ul style="list-style-type: none"> • Performances • Powhiri • Formal occasions • Weekly group hui and wananga 		Te Reo Māori is an extension of year 7

Science	<p>Science is an opportunity for students to explore, discover, problem solve, test, experiment and think critically. It is also an opportunity for them to use logic and measure the world around them based on evidence. This is a good opportunity for Māori and Pasifika students to consider the relevance of science in their own Māori and Pasifika heritage, which is relevant for the 21st education. Activities and investigations will offer the opportunity to gain knowledge through experience. Teaching strategies will cater for the different learning styles and skills levels of Māori and Pasifika students.</p>	Year 8 is an extension of year 7
Social Sciences	<p>Study in this area for students will be relevant to the student's world. Activities and investigations will offer the opportunity to gain knowledge through experience. Students will be given the opportunity to view the world through different world views e.g. Māori, Pasifika, Western in order to challenge their thinking and give them a new perspective. Teachers will utilise the curriculum and resources of support learning in Social Sciences.</p>	Year 8 is an extension of year 7
Technology Food Sewing	<p>Food Technology - this programme is practical and allows students to use their decision making skills.</p> <p>Students will develop an in-depth knowledge of basic cooking skills, sound nutrition knowledge and food safety. This will be achieved through students;</p> <ul style="list-style-type: none"> • Completing written assessment tasks; • Completing and being assessed as "Competent" on a wide variety of practical cooking tasks; • Participating in group and paired activities to improve understanding and confidence; • Planning and implementing a menu for a special function/occasion. <p>Food technology provides students with opportunities to build on a solid foundation of practical and theoretical cookery and hospitality skills. This will include</p> <ul style="list-style-type: none"> • planning and problem-solving, • research including cultural and nutrition aspects, • menu item trials, 	Year 8 is an extension of year 7

	<ul style="list-style-type: none"> • costing, • evaluation, • customer consultation and successful production of a final special food occasion. <p>Some outcomes are that students will be encouraged to explore a range of foods and production processes relating to assessment. Students develop confidence, self-esteem and enjoyment by working co-operatively in practical activities.</p> <p>Sewing – the focus of this programme is to develop a student's creative talents by following technological practice to design and construct a soft materials article.</p> <p>Sewing- in this programme:</p> <ul style="list-style-type: none"> • Students learn to hand sew; use the sewing machine and the overlocker. • Students are introduced to all the equipment in the room and are encouraged to use the correct names • When experiencing a new piece of equipment, students are given a small project to experiment with the equipment/technique. <p>As part of this process students will learn to use a sewing computer safely and efficiently as well as investigate different methods of applied design. Creativity is encouraged in all aspects of work.</p>	
Foundations for Life Series (FLL)	<p>In life students will face many situations that may hinder them realising their full potential. This programme is about developing a sense of sobriety and balance in students and empowering them to be focused and single-minded in their pursuit of an excellent education full of vision.</p> <p>This programme is therefore focused on:</p> <ul style="list-style-type: none"> • What is wisdom? – A study of Proverbs • Male/Female Relationships • Community 	

YEAR 9

English	Year 10 Students will study, use, and enjoy English language and literature written in English, communicated orally, visually, and in writing. They will begin by using texts appropriate for their curriculum level. The development of Māori and Pasifika students will be measured against goals in the Māori and Pasifika Education Plans, of the Ministry of Education.
Maths	Revises basic operations with numbers and decimals, and covers metric units, percentages, statistics, the geometry of lines and triangles, transformation geometry, algebra and graphs and the use of the calculator.
ARTS – Music and Visual Communication	<p>Art: Provides an introduction to basic art practice and visual Literacy. Students will be exposed to a number of ways Art is made and also study a range of Artists.</p> <p>Provides an extension of basic art practice and visual Literacy. Students will be required to extend their ideas, employing skills and techniques.</p> <p>Music: This course builds on the basic performance and language skills developed through the first semester. This practically-based course explores the fundamentals of literacy, composition, and music knowledge, using as a starting point the student's performance instrument.</p>
Health and Wellbeing	Health and well-being is integral for Māori and Pasifika students, particularly as health issues are paramount for Māori and Pasifika peoples in New Zealand. Therefore in health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Topics taught are focused on holistic development (heart, mind and soul), self-awareness, puberty, making good choices and personal hygiene.
Physical Education	<p>Physical Education Curriculum underpins the following:</p> <ul style="list-style-type: none"> • Personal Health and Physical Development • Movement Concepts and Motor Skills • Relationships with other People • Health Communities and Environments • Health related topics that will be taught within these themes are Wellbeing, Interpersonal Skills, Types of Behaviour • Assertiveness and Social Responsibility • Drug and Sexuality Education
Learning Languages – Te Reo Māori	This is an introduction to Māori Language and Culture. By the end of the term students will be able to introduce themselves, welcome visitors and have the basics for further study. It will enable them to develop language skills and gain the confidence to prepare for success in NCEA Level 1. They will build on, and develop areas of language, including increasing conversational skills and perfecting grammatical competence.

Chinese	Students have the opportunity to begin speaking the Chinese language, and to better understand people from another culture. They will learn to introduce themselves, talk about their home and family, and to participate in everyday language situations. They will also learn about Chinese culture.
Japanese	This introduction to Japanese offers students a taste of a foreign language and culture. Students will learn how to greet visitors, make introductions and talk about themselves. We begin learning the Japanese writing system and look at some Japanese culture. It will enable students to develop language skills and gain the confidence to prepare for success in NCEA Level 1. They will build on, and develop areas of language; including increasing conversational skills and perfecting grammatical competence.
Science	The programme includes topics such as Orientation to Science, Working Safely in the Laboratory, Biology [Life processes, Ecology and Evolution]; Chemistry [Elements, Gases and Metals]; Physics [Light and Energy]; Planet Earth and Beyond [Astronomy].
Social Sciences	Social studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens. Social studies education aims to enable students to participate in a changing society as informed, confident, and responsible citizens. The Year Nine programme contains four major learning units that are structured around the four conceptual strands for the subject. Learning Units are built around the following strands: <ul style="list-style-type: none"> i. Identity, Culture, and Organisation ii. Place and Environment iii. Continuity and Change iv. The Economic World
Technology Food Sewing	<p>Sewing: This programme is practical for year 9 students to give them a broad range of experiences. Students explore and develop their creativity and gain confidence and skill in problem solving, using equipment and construction.</p> <p>Students learn through following a technological approach. This involves learning about the stages of technological practice to find solutions to a given situation by undertaking research, producing an outcome and evaluating their decision making skills.</p> <p>Food - The aim of this programme is to equip students with basic nutritional knowledge. The emphasis is on healthy adolescent eating patterns through food preparation tasks. The students use an action plan model to evaluate their own diet and make health enhancing choices. This is relevant particularly for Māori and Pasifika students.</p> <p>Key Learning Outcomes:</p>

	<ul style="list-style-type: none"> • Learning basic food handling and cooking skills • Thinking critically about food and nutrition • Being creative with food • Learning about how to keep food safe • Relating food and nutrition to our wellbeing • Learning about the influences our food choices
YEAR 10	
Foundations for Life Series (FFL)	<p>This programme is focused on issues of leadership, integrity, Wisdom and Character. It aims to produce and governed individual, not easily swayed by the changing tides of life. Topics are as follows:</p> <ul style="list-style-type: none"> • Kingdom Concepts • Interaction with God: Prayer and Praise • Character Study
English	Year 10 students will study, use, and enjoy English language and literature written in English, communicated orally, visually, and in writing. They will begin by using texts appropriate for their curriculum level.
Maths	This includes the study of algebraic manipulation; number forms; ratio, transformations, measurement in two dimensions, probability, number patterns and linear equations, unit pricing and proportions, trigonometry, vectors, graphs and relationships, percentages and their applications, quadratics, measurement in three dimensions, statistics, polygons, constructions and loci, time and rates as aligned with the NZ Curriculum.
ARTS – Music and Visual Communication	This programme for the Art and Music students is an extension of what was taught in year 9.
Health and Wellbeing	Health and Wellbeing is integral for Māori and Pasifika students, particularly as health issues are paramount for Māori and Pasifika peoples in New Zealand. Therefore in health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through

	<p>learning in health-related and movement contexts. Topics covered are relevant to the phases of life our young students are in:</p> <ul style="list-style-type: none"> • Sexuality Education • Male and Female reproductive system • Teenage pregnancies • Abstinence and moral choices • Healthy Relationships • Conflict Resolutions • Problem solve • Bullying issues • Positive communication skills • Drugs & Alcohol • Consequences and effects • Peer pressure issues and scenarios • Nutrition • Body image & media • Eating disorders • Disabilities • Being aware of a disability • Manage Personal wellness • Taking care of your body
Physical Education	<p>The focus is on the wellbeing of the students themselves through learning in health related and movement contexts. There are four strands of the Health and Physical Education Curriculum that underpin the learning in this subject area:</p> <ul style="list-style-type: none"> • Personal Health and Physical Development • Movement Concepts and Motor Skills • Relationships with other People • Health Communities and Environments
Learning Languages – Te Reo Māori	<p>This is a full-year course, which continues to expand on listening, reading, speaking and writing skills; with cultural content underlying most topics. Students will extend their learning to include: expressing likes/dislikes and their opinions (for or against an argument). Those taught in this class will be confident to introduce a variety of people, give direction, or instructions, and have a solid grounding for senior Māori and NCEA.</p>

Chinese	Students will develop their skills in listening, speaking, reading and writing. This will be achieved through studying topics relating to everyday situations, such as: Shops and shopping, school life, home and family, and getting around town. They will study Chinese culture as it relates to these topics.
Japanese	This programme develops the skills of speaking, listening, reading and writing introduced in Year 9, expanding students' vocabulary within simple sentence patterns. Students continue to study the Japanese writing system, learning katakana and some kanji. Language and culture are learned within the context of topics such as school, hobbies, family, outings and weather.
Science	The Year 10 course builds on the fundamentals taught in Year 9. It includes topics such as Working Safely in the Laboratory, Biology [Structure and Function of animals, Genetics and Variation]; Chemistry [Properties and Structure of Matter, Acids and Bases, Fuels, Uses of Metals]; Physics [Energy, Forces and Electricity, Exploring an Application of Physics]; Planet Earth and Beyond [Geology and the Atmosphere]. This course will look to challenge students to explore the subject material to a greater depth. Students will gain a better understanding of the nature of Science and will develop skills and knowledge that will enhance their future studies in Science.
Social Sciences	<p>Social studies is about how societies work and how people can participate in their communities as informed, critical, active, and responsible citizens. Social studies education aims to enable students to participate in a changing society as informed, confident, and responsible citizens. These units of learning build on the ideas and understanding students gained in the year nine course.</p> <ol style="list-style-type: none"> Identity, Culture, and Organisation Place and Environment Continuity and Change The Economic World <p>Student understandings are developed through a range of student-centred approaches to learning with a particular emphasis on inquiry based learning.</p>
Food Technology (Cooking)	<p>The programme is about food hygiene, food safety, nutrition, and cookery methods. It also investigates safe food hygiene practices. Students are taught to manage their health, particularly this is relevant for Māori and Pasifika students, and low socio-economic students as they tend to come from poor families and therefore do not have a lot of resources at hand for healthy living. Food Technology is catered to their context and students are taught to:</p> <ul style="list-style-type: none"> Design and produce a variety of healthy, nutritious recipes Investigate and use modern kitchen appliances Investigate, select and produce suitable foods for a healthy teenager.
Fabric Technology (Sewing)	The students will learn and apply their knowledge to design and construct using fabrics. Students will study the make-up fiber and fabrics. Students will be given a design brief and be asked to apply their knowledge to the design of a product. Students will construct the product that they have designed (for example a fabric bag), and then move onto making a garment using a commercial pattern. Students will supply their own fabrics although there is a

	charge for other consumable used during the course.
Design Technology	<p>This programme involves a range of activities in design and graphic communication. It is designed to give the students:</p> <ul style="list-style-type: none"> • To be able to demonstrate a wide range of drawing and graphics skills. • To present these using advanced presentation techniques • To communicate design ideas using the most appropriate graphic modes and media
Financial Literacy (Economics)	<p>Students at year 10 will be taught the relevance of economic systems and be inspired to understand trends, patterns and models of economic development. Content is focused on:</p> <ul style="list-style-type: none"> • The characteristics of an enterprising person and the nature of risk, failure and the need for controls. • Establishing, planning and running an enterprise where all profits are returned to the student. • The process and skills of decision-making • The law, legal institutions and other agencies that exist to help consumers. <p>Students will be taught:</p> <ul style="list-style-type: none"> • To develop a "can do" attitude, knowledge and skills that will enable students to "make things happen" in their future roles as decision-makers and entrepreneurs. • To allow students to use their initiative in establishing and running their own enterprise. • To develop skills that will enable students to make economic decisions and to recognise the influences which shape their buying decisions. • To develop an awareness of a student's rights as an economic consumer and the organisations that exist to help consumers.
YEAR 11 to YEAR 13	
	<p>Delivery of the curriculum for years 11 – 13 will be developed post the evaluation and assessment of the implementation of years 7-10. This is likely to take place 12 months from the first year of operation.</p>

4.1.4 Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

The rationale for our NGC Wellington curriculum is set out below and demonstrates how it will meet the needs of our proposed student population, whilst having an ambitious approach to meeting those needs.

Our vision and values of the NGC Wellington curriculum closely align to key elements of the New Zealand Curriculum. They are for young people:

- who will be creative, energetic and enterprising
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- who will be confident, connected, actively involved, and lifelong learners

Embedded in our values (refer table in 4.1.3(b)) are the concepts of Future focus, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, excellence, innovation, equity, integrity, thinking, managing self, relating to others and participating and contributing.¹⁴

The NGC Wellington curriculum understands the power of an individual's successful development stems from an accurate perception of one self. This includes issues of identity, character and capability. To this end, we have designed this curriculum so that it provides a platform upon which the proposed student population can fully engage in the NCG Wellington process.

The philosophy of our school that permeates into our curriculum includes the conviction that everyone belonging to the NCG Wellington community, including the faculty and students, has been deliberately called by God. The entry point of every student into the NGC Wellington community represents a 'clean slate' where they are empowered to fully engage and participate in the process by being drawn by the vision of their future trajectory.

The curriculum promotes and encourages partnership between the school's faculty and its' students. As these authentic relationships form, providing a platform for the student's development, the holistic needs of the students will be met in their identity, character and academic achievement.

NGC Wellington's ambitious approach is encapsulated in the traditional saying 'it takes a village to raise a child'. It is not any one person or strata of society that will build our students. Our curriculum encourages our school's 'village' leaders including business people, educators, community leaders and entrepreneurs, who are bound by a conviction of living by NGC Wellington's mission and vision, to contribute to the learning and empowerment of our students.

¹⁴ The New Zealand Curriculum, 2007, pp 8-13.

4.1.5 Set out clear plans for transition between phases of education and (if relevant) employment.

Below are plans for transition between phases of education and employment for each year between Year 7 and Year 13.

Year 7

- All students participate in a goal setting workshop.
- Students identify and record their top three goals that they want to achieve by the end of the schooling year.
- Students create an online Individual Trajectory Plan (ITP) recording their three goals using the SMART model.
- Teachers observe key skills and competencies for each child throughout the year.
- Teachers complete an observational report twice a year in each pupils online ITP. The first report is completed toward the end of the first term and the second report is completed toward the end of the fourth term.

Year 8

- Teacher observes key skills and competency for each child.
- Teacher has two conversations with each child about what they perceive as what their key skills are and two or three areas of interest.

Year 9

- Teacher observes key skills and competency for each child.
- Teacher has two conversations with each child about what their key skills/interest are, if they have changed since the previous year and what they hope to develop and strengthen in the next two years.

Year 10

- Teachers observe key skills and competencies for each child throughout the year.
- Teachers complete an observational report twice a year in each pupils online ITP. The first report is completed toward the end of the first term and the second report is completed toward the end of the fourth term.

Year 11

- Each student has a one on one with their teacher in Term 1 to go over their ITP and measure progress against their goals.
- All students participate in a senior school assembly for Year 11 to Year 13 students. An invited guest from 'School Connect' will present what some of the options students have after school in terms of Education, Employment and Travel. The purpose of this assembly is to get students to start considering the options that are relevant to them at the end of college and develop an interest on the pathway students can take after leaving school.

Year 12

- All students attend to the Coco Cola Careers Expo.
- All students are to review their ITP and print out to take to the Expo.
- All students to identify and record 10 relevant stalls that relates to their personal goals. Students have to gather contact details and record validating comments how the 10 contacts are linked to their personal goals.
- Invite School Connect CEO/Representative to facilitate a workshop with all year 12 students after the Coco Cola Careers Expo to review ITP and ensure there is a practical pathway based on contact details and information each student gathered from the Expo.

Year 13

- All students attend to the Coco Cola Careers Expo.
- All students are to review their ITP and print out to take to the Expo.
- All students to identify and record 10 relevant stalls that relates to their personal goals. Students have to gather contact details and record validating comments how the 10 contacts are linked to their personal goals.
- School leavers participate in a Gateway Workshop in the final term where representatives from the private , education and government sector departments provide advice and practical support in setting each student up with options prior to leaving school. Parents and guardians are also encouraged to attend to assist students in making Below is a list of workshop hosts:
 - Invite School Connect CEO/Representative and Careers New Zealand to co-facilitate a workshop with all year 13 students after the Coco Cola Careers Expo to review ITP and ensure there is a practical pathway based on contact details and information each student gathered from the Expo.
 - Teachers, parents and students to meet to discuss how the student has progressed throughout the term of their ITP and review all comments made by former and existing teachers, parents and their personal commentary.
 - Invite Ministry of Social Development to provide advice and assistance on various services for students and their families after leaving school. For example:
 - StudyLink: Student Allowance and Loan
 - Work Broker: Job Seeker referral and placement
 - Case Manager: Work-Transition-Allowance and other financial-assistance
 - Invite business owners and sponsors to discuss the type of apprenticeships they offer for school leavers.
 - Invite education providers to provide information about course outlines and provide practical enrolment support for students.
 - Invite business representative from Breakout Scholarship and Grants New Zealand to discuss funding options for students to apply for.

4.1.6 Describe your proposed instructional methods, including at a minimum:

- a) any distinctive instructional approaches you propose to be employed
- b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels
- c) help produce the educational outcomes anticipated in the school's goals

The instructional methods employed by NGC Wellington stem directly from each and every aspect of the mission and vision of the school. The methods are biblically-based, modern and effective in order to empower students with a sense of purpose and develop them holistically.

The methods of NGC are not in isolation of the overall culture and environment of the school. For example, the system of instruction encompasses:

Teacher training and empowerment: approaches across all areas of the schools must stem from a common understanding of and identification with the schools core values.

A staff culture of collaboration and learning: constantly acting and learning in collaboration is essential to providing the best environment for students to learn.

Students understand they have been individually called by God: students understand that they have a specific purpose in God, regardless of past success or failure – everyone has the opportunity to change.

Staff and students partner to actively engineer a high level learning environment: when staff are empowered and students understand that they have been called by God, this creates an environment that is nurturing and accommodates differences.

The environment and culture of the school is vital for the development and achievement of the students. The following headings describe how NGC Wellington builds the environment of the school and the subsequent instructional methods it uses to enable students to fulfil their potential.

Creating environment conducive for learning:

The learning environment of the school begins with the system of leadership. Leadership right from the Chairman down to each teacher sets the culture and environment in which the students operate. Therefore, the quality of the teachers – both in their personal character and values, and in their excellence within the teaching profession – is vital to the success of the students.

NGC Wellington seeks to create an environment where staff and students are empowered to fulfil the purpose of God in the sphere of education. As such all our values reflect the standards of the rulership of God and all members of staff are required to abide by these values.

Our core values are:

- Personal integrity