

- Responsibility
- Collaboration
- Mutual respect
- Creativity
- Accountability
- Ownership of the process

### **Recruitment**

For NGC Wellington, the recruitment of staff is very important. In order to have a learning environment that benefits the students, all staff must have the capacity to adhere to the abovementioned standards and values so that the mission and vision of the school are upheld.

Part of NGC's philosophy is that all things stem from the heart of a person – the heart being the issues of, for example, character, motivations, attitudes and perceptions. Central to the mission and vision of the school is a focus on personal development, a subset of which is academic achievement. Teachers must be willing to commit to a process of personal development and change – this is what we expect from the students and so it must be within the heart of those teaching them.

### **Teacher training**

All staff members must attend professional development seminars at the start of each term. Staff members may be asked to design and facilitate some workshops. Members of staff are expected to continuously upgrade their performance through collaboration and research.

Staff members also engage in a professional development week at the start of the school term. This has two areas of focus:

**Knowledge of Congress-WBN** The teachers will participate in seminars given by the Regional Coordinator of Congress-WBN in Oceania to become trained in the journey and ways the network.

**Basic educational psychology** Teachers are taught the educational philosophy, including relevant teaching approaches such as lesson planning.

### **Teacher relationships**

NGC encourages collaboration and dialogue amongst staff about every issue and event that occurs in the school. It is expected that the staff room is a lively and conducive environment where teachers can discuss their classes and the dynamics, find corporate solutions, and build greater levels of consistency in approaches.

The school also encourages an environment where staff members are safe to make mistakes and learn from them. Our philosophy is that all things work out for good, and in all our actions God is looking at our heart. When there is this level of safety and support at a staff level, this will in turn create an environment of support and safety for the students.

### **Creating a conducive environment for learning:**

The following are examples of instructional methods that NGC Wellington will employ:

#### **Student orientation**

The first day of term for the students will be used as an orientation day. This orientation is very important because it sets the tone for the year by empowering the students with a sense of purpose, bringing the students to a place of equalisation and articulating clear behavioural expectations for them.

In the orientation, a key message and philosophy is shared with the students: each and every student has been personally brought here by God and has a unique destiny. This provides a new starting context and a new beginning for students. Some students coming to NGC Wellington may have come from a background where they are failing and running out of options. Some may be academically strong. Regardless of backgrounds, the philosophy that NGC Wellington presents is one that creates equalisation because it shapes how the students see themselves and how they see others. The tone that this is designed to create is one of respect, both in how each student sees themselves and see the development of others.

#### **In-class teaching**

The instructional methods used vary from teaching lectures, hot-seating, dance and song, music and multi-media. The teachers are free to be creative with the best medium or method to foster a learning environment. In some cases, a particular approach will not work for students and so teachers are able to use any medium which the students prefer (if appropriate). However, the essential thing is that the mission and vision is being delivered through the portal of the teachers and the methods employed.

- 4.1.7 Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.

The above description of the learning environment, teaching and curriculum will support the engagement and achievement of our students, primarily through creating an environment that is safe and nurturing for the students. This starts with the teachers and flows down to the students.

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- 4.1.8 Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.

As identified above, the key needs and barriers for the target students are systemic in nature. There are many ways that these issues could be tackled – for example, lack of attendance in school may be due to a lack of engagement on the part of the student, or it may be related to family pressures.

NGC Wellington's approach is to provide a totally new and nurturing environment based thoroughly on the values of God, as described in the curriculum and instructional approaches sections. The way in which

specific needs and barriers will be addressed has been described above, but the following table summarises the key approaches:

Need / barrier	How it will be addressed
Literacy and numeracy	This is a core focus of the curriculum for our students from Year 7, as well as an intensive focus on personal development within an environment that's nurturing and accepting of diversity
Achievement of NCEA level 2 and University Entrance, and attendance levels	The school primarily focuses on personal development in accordance with its mission and purpose, and academic achievement is a sub-set of this. Developing the person builds the values to enable them to engage more meaningfully in school.
Teacher Quality	The emphasis on teacher selection and training, and the required values they should possess will create an environment that consistently upholds the values and is safe and secure
Community involvement	NGC NZ has a heavy focus on the engagement of parents and the community within the development of the school
Student identity	Students will be empowered with a sense of purpose and be put in an environment which builds their core to be strong

#### 4.1.9 Outline the school's planned self-review processes.

The purpose of NGC Wellington's self-review process is to measure how the school is performing against its goals with a view to constantly learn and improve. This process is centred on a philosophy for action described below. It forms the basis by which the leadership of the school and the teachers create a safe culture of learning for their students.

The following three areas describe the philosophy behind the school's self-review processes:

#### **Act-Learn Cycle**

This is where action is weaved into the learning cycle. This means the measure of our productivity is not complete until reflection, analysis and the implementation of the learned principles and techniques have been applied. This process of self-review provides a platform of cumulative knowledge that informs and empowers the individual(s) to function with heightened performance at the next stage of implementation.

#### **The Iterative Process**

Thoroughness is achieved through continuous inquiry and diligent seeking. NGC Wellington encourages a strong culture of inquiry, where teachers and students learn how to collaboratively design, implement and evaluate the process of learning.

### The Corporate Fingerprint

The spirit of collaboration is essential in an effective learning process. Working in isolation without the regard of the views of others can be dangerous and creates blind spots. The culture of the school fosters an authentic collaborative approach where teachers and students work with a common effort to achieve the goal.

The process for self-review is structured in the following ways:

Method	Description
School culture	Self-review is a constant part of the school culture, from staff meetings and classes to student discipline. This culture fosters an environment of constant improvement and learning, which enables micro level self-reviews on an on-going basis.
Staff reporting procedures	Staff will have personal reporting templates to capture their personal learnings in the classroom and in other duties around the school. These will be collated and captured to be fed into the annual review.
Annual review	On an annual basis, the school will undertake a formal review of how current operations in the school are performing against the school's purpose and goals. This will include the delivery of the curriculum and the school culture, as well as the more operational aspects of the school.

4.1.10 State which qualifications will be offered by your school if it is a secondary or composite school.

Year	Qualification Level
11	NCEA Level 1
12	NCEA Level 2
13	NCEA Level 3

4.1.11 Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:

a) how student progress and achievement will be measured, tracked and reported

<b>Year</b>	<b>Assessment/Description</b>	<b>Description</b>
Year 7&8	<b>Literacy;</b> E-Asttle Reading E-Asttle Writing  Star Vocabulary Standardized Test  PAT	<ul style="list-style-type: none"> <li>E-Asttle is an online assessment tool, developed to assess students' achievement and progress in reading and writing. The reading and writing assessments have been developed primarily to test curriculum levels 2-6 they can be used for students in lower and higher year levels. The E-Asttle writing tool has been developed for the assessment of students in years 7-10.</li> <li>To supplement the assessments that teachers make about their students' progress and achievement in reading</li> <li>PAT Reading Comprehension Stanines enable a student's achievement to be compared against National Norms. They also enable teachers and parents to compare student performance across cohort groups.</li> <li>PAT Listening Comprehension Stanines enable a student's achievement to be compared against National Norms. They also enable teachers and parents to compare student performance across cohort groups</li> <li>PAT Mathematics Stanines enable a student's achievement to be compared against National Norms. They also enable teachers and parents to compare student performance across cohort groups.</li> </ul>
		<ul style="list-style-type: none"> <li>The GloSS assessment enables you to identify the strategy stage students are operating at across all three strategy domains, known as the global strategy stage. It consists of a series of strategy questions which can be administered to individual students in a few minutes.</li> <li>The IKAN assessment identifies the knowledge stages students are operating at across all five knowledge domains, known as the global knowledge</li> </ul>

		stage. The IKAN interview is for students at the counting stages of the number framework
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	Assessment	
	Literature	Maths
Year 11	<ul style="list-style-type: none"> <li>Produce creative writing Produce formal writing</li> <li>Use information literacy skills to form conclusion(s)</li> <li>Form personal response to independently read texts, supported by evidence</li> <li>Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence</li> <li>Construct and deliver an oral text</li> </ul>	<ul style="list-style-type: none"> <li>Apply numeric reasoning in solving problems.</li> <li>Apply algebraic procedures in solving problems.</li> <li>Investigate relationships between tables, equations or graphs.</li> <li>Apply linear algebra in solving problems.</li> <li>Apply measurement in solving problems.</li> <li>Apply geometric reasoning in solving problems.</li> <li>Apply right angled triangles in solving measurement problems.</li> <li>Apply knowledge of geometric representations in solving problems.</li> <li>Apply transformation geometry in solving problems.</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate a given multivariate data set using the statistical enquiry cycle.</li> <li>Use the statistical enquiry cycle to investigate bivariate measurement data.</li> <li>Demonstrate understanding of chance and data.</li> <li>Investigate a situation involving elements of</li> </ul>

		chance.
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Produce transactional written text in complex forms</li> <li>• Read poetic written text closely</li> <li>• Read moving images closely</li> <li>• Present static images combining verbal and visual features (clarifications doc also)</li> <li>• Read an inclusive variety of written texts and record the reading experience</li> <li>• Produce crafted and developed creative writing</li> <li>• Produce crafted and developed formal transactional writing</li> <li>• Investigate a language or literature topic and present information in written form</li> </ul>	<ul style="list-style-type: none"> <li>• Apply coordinate geometry methods in solving problems</li> <li>• Apply graphical models in solving problems</li> <li>• Apply sequences and series in solving problems</li> <li>• Apply trigonometric relationships in solving problems</li> <li>• Use networks in solving problems</li> <li>• Apply algebraic methods in solving problems</li> <li>• Apply calculus methods in solving problems</li> <li>• Design a questionnaire</li> <li>• Use statistical methods to make an inference</li> <li>• Conduct an experiment to investigate a situation using statistical methods</li> <li>• Evaluate a statistically based report</li> <li>• Apply probability methods in solving problems</li> <li>• Investigate a situation using a simulation</li> <li>• Apply systems of equations in solving problems</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>• Produce an extended piece of writing in a selected style</li> <li>• Complete independent research on a language or literature topic and present conclusions in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the geometry of conic sections in solving problems</li> <li>• Apply linear programming methods in solving problems</li> <li>• Apply trigonometric methods in solving problems</li> <li>• Use critical path analysis in solving</li> </ul>

		<p>problems</p> <ul style="list-style-type: none"> <li>• Apply the algebra of complex numbers in solving problems</li> <li>• Apply differentiation methods in solving problems</li> <li>• Apply integration methods in solving problems</li> <li>• Investigate times series data</li> <li>• Investigate bivariate measurement data</li> <li>• Use statistical methods to make a formal inference</li> <li>• Conduct an experiment to investigate a situation using experimental design principles</li> <li>• Evaluate statistically based reports</li> <li>• Apply probability concepts in solving problems</li> <li>• Apply probability distributions in solving problems</li> <li>• Apply systems of simultaneous equations in solving problems</li> </ul>
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The above table is how the core subjects will be assessed. The elective subjects will be assessed as we progress further into the development of the school.

The assessments will be tracked by one to one student and teacher conferences. One of the conversations which will take place will be an open discussion about the students' assessments, where the student is at and collaboratively in partnership with the teacher set learning goals and timeframes to achieve their goals.

A student profile will hold each pupil's assessments which will follow them from Year 7 to Year 13. Therefore students and teachers alike will be able to track their academic progress at school.

These assessments will be analysed by teaching staff and reported back to parents/caregivers in two ways  
 1) written reports in the second and last term of the school year. In these reports it will identify where the student is at in each learning area and then reveal the next steps of their learning journey. 2) Another form of reporting is the Parent Interviews which also in the second and last term of the school year.



b) how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

The assessments for Year 7 to Year 13 are listed in the NZQA framework. Students will be assessed and tracked according to the relevant subject area. From these assessments, these will be used to adjust teachers planning, student learning goals and teacher's practices to improve the students learning outcome.

The character development modules are designed to provide a foundation to engage and enhance their educational performance through systematic tracking and partnership.

## **4.2 Support For Learning**

4.2.1 Describe how you propose your school will:

a) Work with students, parents, families/whānau and community to promote high attendance levels, school-wide

The philosophy of NGC Wellington encourages all students and staff to subscribe to a set of biblical standards, character and values. These values provide the parameters of how students respect each other as well as how teachers respond to students and vice versa. Principles and guidelines will be visible around the school and promoted by the staff. Regular communications to parents will also reinforce these messages but also provide an opportunity for parents to discuss these with any of the teachers. The guidelines include:

- Prompt meeting times with parents as required and to come themselves rather than sending a representative.
- All staff not being able to enter into confidential discussions over the phone.
- Arrangements for holidays or early closing to be formalised.
- Any official activities outside the school premises will require your written authorization.
- Prompt replies from parents upon receiving letters from the school.
- Personal responsibility from parents on monitoring a child's assignments.
- Parents ensuring children get to school on time, wearing proper uniform and have the relevant textbooks for that day or week of school.
- Parents ensure children have adequate sleep.
- Encouraging attendance by parents to Parent Conferences/Days.
- In a medical emergency, the school will act in the best interest of the student if a guardians/parent is unable to be reached.
- If a parent/guardian exhibits violent or abusive behaviour towards any of the teaching, administrative or security staff of the school, or towards another student or parent, then the child/children/ward(s) of that parent/guardian will be expelled immediately.
- Specific school rules are adhered to regarding regularity and punctuality, class attendance, uniform, school property, after school activities, general conduct, personal property, school work, visitors and conduct outside the school.

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

NGC Wellington will partner with student, parents, families/whānau and the community to promote high attendance levels school wide through the following mediums:

- Student medium - setting clear expectations about attendance and the relationship with the development of their personal responsibility. Teachers will consistently message and apply these expectations and provide active guidance to students who require support in this area.
- Teachers will provide updates to the student's parents and guardian via text messages, email or phone on the day students are absent from school without permission. Teachers will provide parents updates about the specific action taken with the students and the potential consequences if adherence is not complied with. Teachers can also schedule family meetings if absenteeism becomes a recurring pattern for a particular student.
- Teachers will also partner with senior students who can provide mentoring support for students to assist in improving their attendance. This can be through the form of a club or extra-curricular activity.
- The school can also request guest speakers to give a motivational speech about the power of education and how it has systemic impacts on our lives. The school will find speakers that students can relate to and identify with.
- School principal and senior staff will establish relationships with local business requesting enquire why students are in their businesses during school hours.
- Teachers and Parents workshop can be held with the purpose to cross-pollinate ideas about how learning support for the student can be maximised between school and home. In this workshop teachers and parents can understand the environments the students are learning in and design a collective approach about how teachers and parents can strengthen student support.
- Parents can participate in workshops arranged by the school. For example goal setting, making career choices, developing confidence, music, creative arts, drama, spelling bee etc.
- As mentioned above Teacher and Parent workshops arranged by the school will start the conversation. From these workshops, parents can provide ideas of how they can be more involved in the students learning process.
- Teachers can identify if there are specific skill sets that parents can offer students in addition to subjects taught within the Curriculum. These subjects will be offered to students as a fun way to learn different life skills and hobbies. Some examples are self-defence, pottery, hairdressing, rock climbing, knitting etc. By parents being involved in this level of engagement with the school, Teachers are able to provide support and even join into activities that they also have an interest in.
- The school can publish the annual calendar online via the school website. The calendar will be updated in real time so all members of staff, students, parents and the wider community are aware of the activities occurring within the school.
- The school will also arrange one to one engagement with parents via Parent Conferences. This is an opportunity for Teachers and Parents discuss the progress of the student and areas of strength and development.

- Parents that are not able to attend will be sent a report. The report can be sent via email or given as a hard copy.
- The school will communicate in real time via Twitter and will also display updates on achievements and events on the school website. The school will have a quarterly newsletter and parents will be electronically sent the newsletter and hardcopies will also be given to students to take home.
- Formal school reporting will also communicate how the school is progressing and achievements.

c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

- NGC promotes partnership with community agencies as a way to provide the support required for student achievement. One initiative focuses on an annual Entrepreneurial event that gives students insight and key learning's from others experiences in starting or developing entrepreneurial initiatives. Partnering with Community Organisations will provide valuable resources to events such as these and organisations will be acknowledged.
- The school will maximise the all existing networks that the Principal and members of staff have within the community. The school will base its networking on the established relationships within the Community. Examples of this include:
- Inviting local community leaders in various community groups to speak with the students at assembly and describe initiatives that their community group is doing in the community. An example could be a gardening project where students provide free labour to assist members of the community that are our senior clients. Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

d) communicate to parents/families/whānau and community informing on the school's yearly progress and achievements

The annual review that the school undertakes will be sent out to parents, families and relevant community organisations to inform them of the school's yearly progress and achievements. Newsletters tracking some of the key achievements of the students will also be sent out during the course of the year.

4.2.2 Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.

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- The school will maximise the all existing networks that the Principal and members of staff have within the community. The school will base its networking on the established relationships within the Community. Examples of this include:

- Inviting local community leaders in various community groups to speak with the students at assembly and describe initiatives that their community group is doing in the community. An example could be a gardening project where students provide free labour to assist members of the community that are our senior clients. Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

4.2.3 Discuss any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school

NGC Wellington sits under Congress-WBN, a global network described in the purpose and goals section. There is a wealth of resources available to the school through this network – local and global church organisations, businesses, and educational institutions. The school will look to leverage our involvement in the network to enable students to have full exposure to the Congress world through activities such as shared classes with other NorthGate Colleges overseas and seminars from the various Congress sectors. For more information, please refer to the Purpose and Goals section.

4.2.4 Describe the principles of how the school will be organised and how this will support student learning. Planning and organisation of the school is based on the core values of the school. All aspects of the school, from timetables, time allocation, curriculum delivery to discipline will be founded in these values:

- Management
- Distribution
- Thoroughness
- MENSA
- Creativity
- Collaboration
- Accurate Representation

4.2.5 Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

## **Timetables**

The school hours will be structured as follows:

- The standard teaching day hours of operation is 8.45am - 3.15pm.
- Morning tea is at 10.30.am - 10.45am
- Lunch is at 12.30pm - 1.30pm
- No afternoon tea break
- Extra-curricular activities are outside of the allocated standard teaching day hours

The specific timetable structure for the curriculum and the number of timetables are currently under development with teaching staff.

Please refer to the Business Plan section 5 for the schools calendar.

### **Assessment**

All internal assessments will be conducted during the allocated class times, as specified in the timetable. There will be special exam timetables for mock exams and formal NCEA exams at the end of the year.

Please refer to section 4.1.11 which describes how student progress and achievement will be assessed.

Please also refer to the Operations Plan section 6 which outlines the development and performance appraisal system for all teaching staff.

### **Independent study and professional development**

Please refer to section 4.1.6 which refers to the school's systems for professional development. In addition to this, each teacher has an allocated amount of money to them for their professional development, which may include independent study if it is in line with their development needs and the needs of the school. For more information, please refer to the budget and the performance appraisal system for staff.

### **Parent-teacher conferences**

NGC Wellington has parent-teacher conferences on a quarterly basis. For more information, please refer to the Operations Plan in section 6.

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

The student philosophy regarding behaviour is summarised in the NGC Wellington Guidelines for Parents and Students document in the Operations Plan, section 6.

4.2.7 Describe your strategy, policy and procedures that will ensure the school is a safe, orderly and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act and any other applicable Acts).

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The student philosophy regarding behaviour is summarised in the NGC Wellington for Parents and Students document, which is found in the operations plan.

"Respect for authority, respect for others and respect for one's self MUST form the basis of behaviour and attitude at NGC Wellington. The purpose of school rules is to provide an orderly and harmonious environment for all members of the NGC Wellington community and so help all students attain their maximum potential. In addition the rules teach students how to order their own lives and practice respect for others, and thus assist in developing a disciplined lifestyle and good character which will benefit them for their whole life.

The school rules are not intended to be exhaustive, but to cover the main principles of conduct and some particularly important specific matters. In general, students are expected to obey the instructions of the teaching, administrative, and security staff at all times while on the school compound.

The standard of the school should be upheld when representing the school or in the school uniform. Failure to do so will be regarded as a serious breach of discipline."

### **General Conduct**

- Physical assault or verbal abuses are not acceptable methods of conflict resolution. Students resorting to these will be suspended and may be expelled.
- No smoking of cigarettes or other tobacco products is allowed on the school premises, when wearing school uniform, or while representing the school.
- Dishonesty, insolence, foul language, sexual activity or possession of alcohol, illegal drugs or weapons will be severely dealt with and could result in immediate suspension or expulsion.

### **Conduct Outside of School**

- Any student who engages in any conduct which would be detrimental to the reputation or well-being of NGC Wellington, whether or not it is during school time or on the school premises, or whether or not in school uniform, may be subject to immediate suspension or expulsion. Such conduct includes, but is not limited to, any criminal activity, violence, use of foul language, sexual activity, or membership of gangs.

**Below are some examples of the specific methodologies regarding student behaviour in relation to school activities:**

### **Regularity and Punctuality**

Students arriving after the bell will be marked late and will be required to enter the time of arrival and reason for lateness in the Late Record Book. A written excuse from parents will be required if a student arrives late three (3) or more times in a week. Failure to do so may result in the student being sent home and an interview with the parent would be required before the student is allowed to return to school.

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If a student is absent, a written excuse signed by parent or guardian must be handed in to the form teacher on the day the student returns to school. Students who absent themselves from school without permission may be expelled and parents will be required to be interviewed by the Director. A doctor's certificate must be brought to school following cases of prolonged illness or communicable diseases.

### **Class Attendance**

No student will be allowed to leave the school premises during school hours without a school permit, which will only be issued in response to a written request from a parent. Students are expected to be present at all

classes to which they have been assigned and to have all the necessary books and equipment. Failure to do so may result in the student being withdrawn from the subject.

Students with free periods must use the study room or library unless permitted to do otherwise by a teacher. If a student has missed school, that student is responsible for obtaining notes, homework, or other assignments which were given. In cases of prolonged illness, the teachers will try to arrange personal or peer tutoring to ensure that the work is made up.

### **Uniform**

- Must be clean and correctly worn both within the school and in public.
- No jewellery may be worn except a watch, a school ring, and for girls, a simple pair of earrings worn in the lobes of the ears.
- Boys are NOT permitted to wear earrings while in school uniform. Boys must wear school pants, PLAIN black shoes.
- Girls must wear the school blouse and skirt (obtainable at the school), PLAIN black shoes/sneakers and white socks worn above the ankle.
- The school's P.E. jersey, a pair of plain black shorts and black sneakers must be worn for physical education.

### **School Property**

- Desks and chairs are to be properly cared for, and walls and floors are to be kept clean.
- Students are not allowed to interfere with or use chalk/markers or the chalk/white boards.
- Students will be required to clean or replace any defaced or damaged property due to wilful neglect.
- Classrooms and toilet areas are to be kept clean and tidy at all times.
- All litter is to be put in bins provided.
- No student may enter another student's desk or use another student's property without permission.
- Lost or damaged library books must be replaced or restored before a student can receive the term's report or a school transcript.
- Computers and other equipment must only be used under the supervision of a teacher.

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

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a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities

The core of NGC Wellington is to impact through education. Knowing and understanding your employees and what motivates them is imperative to building an engaged workforce. It is therefore a priority of the sponsor and the management team to ensure employees receive opportunities for professional development.

Building a culture that is rich in learning and development will ensure a healthy learning environment for all students, teachers, administrators and other school staff alike.

The sponsor and/or management team will design an Annual Performance Appraisal process, which will consist of an in depth Learning and Development Plan specific to the individual employee's needs.

A set of competencies will be identified for each specific role employed at NGC Wellington. There are many different competency frameworks to draw from however the sponsor and the management team will identify the competencies based on NGC Wellington's philosophy, vision and mission.

The sponsor and/or the management team will regularly review the learning and development priorities for its employees and assist them to identify and access suitable learning opportunities.

Learning and development may take on a number of different forms, including:

- attendance at training courses
- on the job training and/or coaching
- paper-based learning modules
- video/CD/DVD modules, visual media
- web-based courses, e-Learning
- supervised experiential learning
- formal study
- knowledge cafes.

The method chosen to deliver learning and development activities will take into account the following:

- the nature of the learning. e.g. policy and process, practical skills, interpersonal skills, thought development
- relevance of learning to the NGC Wellington context
- the learning style and specific learning needs of the individual
- availability of training and ease of access to participate by the learner
- cost

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Learning and development activities may be provided internally or externally. The decision to use external providers for the development, delivery and/or assessment and evaluation of training will be based on weighing up the following factors:

- the relative importance of NorthGate College cultural considerations
- the availability of suitably skilled and experienced internal resources
- the level of expertise required to develop/deliver/evaluate training
- cost



Where it is decided to engage an external provider, the following criteria should be taken into consideration:

- quality of the provider's services and/or products
- provider's knowledge of, and relationship with, NGC Wellington and the education sector and environment
- provider's awareness and sensitivity to cultural considerations, including tikanga Māori, multi-cultural environments, and equal opportunities.
- location of the provider relative to the learners, where relevant
- cost
- ability to customise services/products, as required
- willingness of the provider to allow ownership of materials to remain with NGC Wellington
- track record with NGC Wellington
- feedback from employee(s)
- market reputation and customer references.

A list of preferred learning and development providers will be maintained by NGC Wellington to assist employees in identifying suitable learning options. These will be identified using the criteria outlined above. A Service Level Agreement (SLA) will be drawn up with each preferred provider.

The list of preferred providers will be reviewed annually or more often if concerns arise. If providers who fail to meet the requirements and standards laid out in the SLA are unable to rectify shortcomings within a reasonable timeframe, they may be removed from the preferred provider list.

Each learning and development request will be considered on its own merits. The determination of funding priorities will take into account the needs of the individual and the needs of NGC Wellington.

b) the support and mentoring for any staff that are not registered teachers

All staff of NGC Wellington will have developed an annual mentoring program relative to their professional needs. The mentoring programme will be identified in collaboration with each individual employee and will be based on a set of clearly defined objectives. Periodic evaluations to assess progress made against the mentoring program will ensure tracking against the set trajectory.

c) how this will enable the school to meet the needs of priority students.

It is expected that a keen focus on professional development will help to meet the needs of priority students by growing leadership and management capability in a way which:

- Generates interest among employees in developing practical teaching and leadership skills. This has a direct impact on the students.
- Develops common understanding of values, behaviours and competencies.
- Delivers improvements in the delivery of NGC Wellington's philosophy and purpose and will ensure attainment of NGC Wellington's vision. This has benefits for all stakeholders from students and parents, to the local community and employees of NGC Wellington.

## 5 BUSINESS PLAN

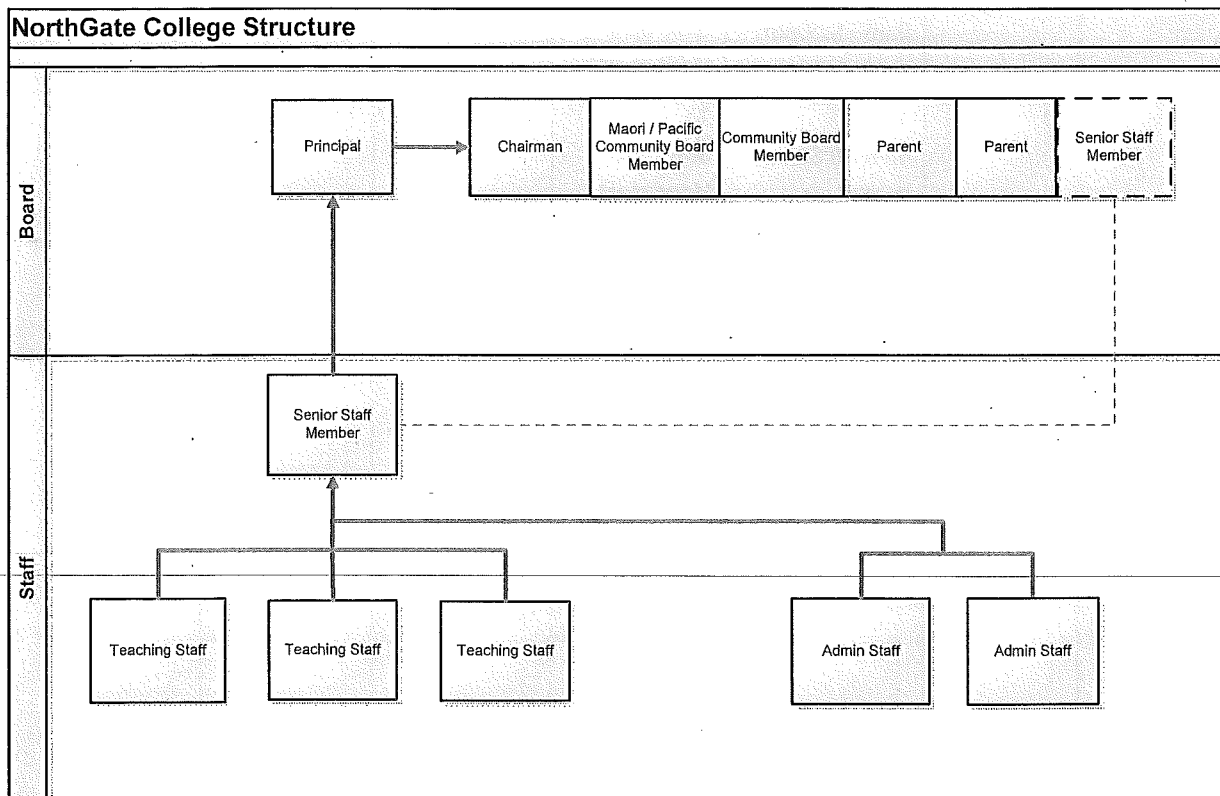
5.1 Describe your proposed structures and design rationale covering:

- a) Governance;
- b) Management;
- c) Administration; and
- d) Subcontract arrangements (if applicable)

The Management Team will report to a non-executive board that will include parents and Māori and Pasifika representation.

The governing structure of NGC Wellington includes:

1. Board with a non-executive chair
2. Management team including
  - a. Principal
  - b. Senior staff member
3. Staff including
  - a. Teaching staff x 3
  - b. Administration staff x 2



## Management

The management team consisting of the Principal and the Senior Staff member are responsible for running the school in a professional and transparent manner and in accordance with the global standards.

The non-executive board will consist of some members from Davidic Centre who will provide advice and support to the management team of NGC Wellington.

Six months prior to the opening of the school, the management team of NGC Wellington will commence their responsibilities to set up and formally manage the developments of the school.

The management team will meet weekly and report to the board once a month. Below is a calendar outlining leadership meetings in a typical month.

2014 MARCH						
Black = weekly event    RED = Monthly Event						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3 9am – 10am School Assembly	4	5 8am - 8:50am Staff meet	6 3pm - 5pm Mgmt. meet	7	8	9
10	11	12 8am - 8:50am Staff Meet	13 3pm - 5pm Mgmt. meet	14	15	16
17	18	19 8am - 8:50am Staff meet	20 3pm - 5pm Mgmt. meet	21 3pm - 5pm Board meet	22	23
24	25	26 8am - 8:50am Staff Meet	27 3pm - 5pm Mgmt. meet	28 3pm – 5pm Staff meet 5:30pm – 7:30pm School.parent gathering	29	30
31						

In addition to the weekly and monthly meetings scheduled in the calendar above, the school calendar will also include quarterly planning days on the 2nd Saturday of April, July, October and an annual planning day on the 2nd Saturday of December. These are for the management of NGC Wellington.

5.2 Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.

Davidic Centre, the Sponsor organisation maintains oversight of NGC Wellington to ensure the philosophy and global standards are adhered to by the school leadership. Regular meetings and discussions will allow for the on-going development of the school leaderships understanding. It is imperative that ownership of the vision is grasped at all levels of the school.

5.3 Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

### **Collaborative Partnerships**

One of the key principles espoused by Davidic Centre is that of shared ownership. It is of great benefit to the NGC Wellington student to have a strong and cooperative relationship between the school and parents/guardians. Parents are urged and called upon to participate, own and involve themselves in the NGC Wellington process. This takes the form of supporting the values of the school within the home, enforcing school rules, sharing practical aspects of work life with the student body, monetary or in kind donations. Beyond the involvement of parents and guardians, NGC Wellington also draws on the expertise and participation of the wider community.

Parent representatives on the board are highly encouraged. Student representation will have open access to school management, and will be invited to participate in certain discussions and meetings.

### **Student Involvement - Strategic Leadership Development**

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 and deviation from NGC Wellington's philosophy is simply not tolerated.

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5.4 Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

See our detailed calendar plan of implementation and establishment of NGC Wellington.

# June 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3 Assumed latest date of notification of being preferred applicant	4 Begin discussions with Min of Ed to confirm all details	5 Confirm Branding and sales material with design agency	6	7	8	9
10 Begin discussion with Split Rock Holdings re new lease for premise	11 Begin discussion with WCC re any zoning issues and field use	12	13	14	15	16
17 Prospecting to make appointments to see all cultural groups	18	19	20	21 Website Launched with supporting Social Media	22	23
24 Prospecting to make appointments to see all cultural groups	25 Visit cultural groups, Marae's and church's	26 Visit cultural groups, Marae's and church's	27 Visit cultural groups, Marae's and church's	28 Visit cultural groups, Marae's and church's	29	30

# July 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Assumed latest date of Signed Contract with Min of Ed	2 Sign lease agreement for lease to start in Oct with immediate access	3 Architect to confirm fit out design and submit to council if necessary	4 Visit cultural groups, Marae's and church's	5 Visit cultural groups, Marae's and church's	6	7
8 Prospecting to make appointments to see all cultural groups	9 Visit cultural groups, Marae's and church's	10 Visit cultural groups, Marae's and church's	11 Visit cultural groups, Marae's and church's	12 Visit cultural groups, Marae's and church's	13	14
15 Tender fit out work to contractors	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

# August 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8	9	10	11
Choose contractors	Visit cultural groups, Marae's and church's	Visit cultural groups, Marae's and church's	Visit cultural groups, Marae's and church's	All consents issued from council by this date.		
12	13	14	15	16	17	18
Contractors begin						
19	20	21	22	23	24	25
26	27	28	29	30	31	

# September 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2 Media Releases and Articles begin	3 Advertising for teaching and admin staff begins	4	5	6	7	8
9	10 Prospective Student Workshop	11	12	13	14	15
16	17	18	19	20	21	22
23 Interviewing for teachers and staff begins	24 Prospective Student Workshop	25	26	27	28	29
30 Order furniture and materials for school						



# October 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 Enrolments for 2014 School Year begin	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Prospective Student Workshop	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

# November 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8 Teachers and Staff finalized and contracts signed	9	10
11	12 Prospective Student Workshop	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29 Enrolments close for 2014 School year	30 Construction completed	

# December 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2 Furniture and materials arrive at premises	3	4	5	6 2014 School Role Finalised	7	8
9 Uniforms order sent to tailors	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

# January 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
Teaching Staff start school year	Training for all teachers and staff with principal	Trial School Day with selected students and all teachers and staff	Review of Trial Day and amendments made to the plan	Uniforms distributed to all students		
27	28	29	30	31		
<u>Term 1 Starts</u>						

# February 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3	4	5	6	7	8	9
10 Open Day	11	12	13	14	15	16
17 Open Evening	18	19	20	21 Board Meeting	22	23
24	25	26	27	28 School Parent Gathering		

# March 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 Board Meeting	22	23
24	25	26	27	28 School Parent Gathering	29	30
31						

# April 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
			<u>Term 1 – Last Day</u>	Board Meeting		
21	22	23	24	25	26	27
				School Parent Gathering		
28	29	30				

# May 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8	9	10	11
<u>Term 2 Starts</u>						
12	13	14	15	16	17	18
19	20	21	22	23	24	25
				Board Meeting		
26	27	28	29	30	31	
				School Parent Gathering		



# June 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20 Board Meeting	21	22
23	24	25	26	27 School Parent Gathering	28	29
30						

# July 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4 <u>Term 2 – Last Day</u>	5	6
7	8	9	10	11	12	13
14	15	16	17	18 Board Meeting	19	20
21 <u>Term 3 Starts</u>	22	23	24	25 School Parent Gathering	26	27
28	29	30	31			

# August 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Board Meeting	23	24
25	26	27	28	29 School Parent Gathering	30	31

# September 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5	6	7
8 30 June 14 Accounts Independently Audited	9	10	11	12	13	14
15 Principal + Senior Staff Member visiting local primary schools	16 Principal + Senior Staff Member visiting local primary schools	17 Principal + Senior Staff Member visiting local primary schools	18 Principal + Senior Staff Member visiting local primary schools	19 Board Meeting	20	21
22	23	24	25	26 <u>Term 3 ends</u> School Parent Gathering	27	28
29	30					

# October 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Enrolments for 2015 School Year begin	2	3	4	5
6  30 June 14 Accounts Submitted to Min of Ed	7	8	9	10	11	12
13  <u>Term 4 Starts</u>	14	15	16	17	18	19
20	21	22	23	24 Board Meeting	25	26
27	28	29	30	31 School Parent Gathering		

# November 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3 Submit Budget for 2015 to Min of Ed	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 Board Meeting	22	23
24	25	26	27 Enrolments close for 2015 School year	28 School Parent Gathering	29	30

# December 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3	4	5 2015 School Role Finalised	6	7
8	9	10	11	12 Maturity Progression Graduation	13	14
15	16 <u>Term 4 Ends</u>	17	18 Staff End of Year Function	19 Teaching Staff Last Day Board Meeting	20	21
22	23	24	25	26	27	28
29	30	31				

5.5 Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.

Davidic Centre will be fully supporting the school with provision of financial assistance where required throughout the year. We also have the support of our local partner businesses that would also provide the necessary resources and means for financial assistance throughout the year. These include KBC-Empower Ltd, Affinity NZ Limited, and Malo Architecture Limited.

5.6 Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.

Refer to **Appendix 1** for our three year financial forecast from 2014 and accompanying notes and assumptions.

5.7 Describe any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

a) what you propose this funding will be used to provide.

At the time of this application, no additional funding has been confirmed, but requests to local businesses will be made for any financial contribution towards resources and facilities for our school.

In addition, the local businesses that we are partnering with will provide the relevant resources for the building and running of our school. Some of these include architecture services, financial planning, accounting, technology and legal services.

b) What the nature of the relationship between the school and the funder will be.

As mentioned above, we will be utilising the resources available from our partner local businesses to assist with the building and day to day running of our school.

5.8 Describe your proposed:

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

We will implement appropriate accounting systems to manage the finances of the school from the outset. There will be stringent accounting policies and procedures that will be developed and approved by the Board before any finances are received by the school.

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Examples of policies that will be developed are:

- Asset management
- Cash management
- Entertainment
- Schedule of Delegations
- Separation of duties
- Fraud prevention
- Travel



- Sensitive expenditure

b) provisions for conducting annual audits of the financial operations of the school.

We will engage an independent auditor to audit the financial operations of the school and any other requirements by the Ministry of Education on an annual basis. We will engage a tender process for an independent auditor and enter in to three yearly contracts.

c) types and levels of insurance that you propose as required to operate a PSKH.

The types of insurances that we have included in our proposal and forecast to operate our school are Public liability [REDACTED] Professional indemnity [REDACTED] and Contents insurance [REDACTED]. These levels of insurance will be reviewed annually to ensure levels are appropriate and relevant to any changes to the school roll, facilities and curriculum.

5.9 Describe your proposed facilities covering:

a) where you propose the school will be located when it opens.

[REDACTED]

b) the type of property arrangement and the terms of the tenancy (if applicable).

[REDACTED]

The premises are currently within earthquake code requirements, but this may need to be reviewed in the 3<sup>rd</sup> or 4<sup>th</sup> years of the school's operation as the number of students increase.

c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate.

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

[REDACTED]

The classrooms, auditorium, gymnasium and toilets are all on the 1<sup>st</sup> floor (top floor) of the building with offices for staff and sick rooms etc. on the mezzanine floor.

The site is primarily surrounded by industrial and commercial buildings and apartment complexes.

[REDACTED]

This option allows for the gymnasium (already in the building) to be made available for student use [REDACTED]

Public Transport to the location is relatively good [REDACTED]

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

The makeup of the facilities themselves is explained in the Operations Plan section.

The Sponsor and NGC Wellington feel that the school is best placed in an area that is easily accessible to students and parents of Māori and Pasifika families. Ideally, this could be in Porirua city or Lower Hutt.

However, we are also considering the January 2014 opening date for the school [REDACTED]

If this application is accepted and NGC Wellington is found to be a preferred partner, say in May 2013, we will need to take action quickly in securing the new lease and tendering the work for fit out.

[REDACTED] The proposed fit out has already been drawn up by an architect and is enclosed below.

Note, Davidic Centre and NGC Wellington are flexible as to the whereabouts of the school and will take the Ministry's recommendation if the Ministry feels that the school is best located elsewhere.

d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility.

Not applicable

e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required.

Not applicable

f) your financing plans for acquisition and renovation of a facility.

The proposed renovation plans are below. These include the first floor for the initial launch of the school and the option to take over the ground floor (whole building) in subsequent years.

The first floor will allow for the auditorium to be converted into classrooms as necessary in the first stage and the majority of the classrooms to be held on the ground floor in the second stage.

S 9(2)(b)(ii) OIA

REDACTED

5.10 Describe your proposed strategies for asset management and maintenance of your proposed facility, including assurance processes that ensure applicable codes and standards are maintained for the term of the Agreement.

The management team, reporting to the Board will be responsible for managing and maintaining all property being leased by NGC Wellington. The school's administration staff will be responsible for overseeing the maintenance of the property, which in the first two years, will be contracted out. We expect to be able to hire a permanent maintenance person in year three.

As premises will be leased and not purchased, some maintenance costs will be borne by the landlord.

5.11 Describe how the school and its program will:

a) be publicised throughout the community.

The marketing plan includes six marketing strategies that will be used as a package in order to build awareness and gain enrolments to the school. The six strategies are:

1. Creation of a brand and supporting sales material and imagery
2. Website and interlinking social media content for Facebook / Twitter / YouTube / Integra
3. Centres of Influence – developing relationships with Marae's and Pasifika churches, Kohanga Reo and A'oga Amata, Pasifika Festival in Wellington and Polyfest.
4. Developing relationships with existing primary schools in Porirua that currently have large Māori and Pasifika student bases.
5. Media articles and releases in local community newspapers to our target areas. E.g. Kapi Mana weekly newspaper
6. Seminars and information evenings for prospective students and families.

The purpose of the six strategies above is to spread awareness of the school's existence; and to obtain interest from parents and families to enrol their children into the school.

Parents and families will be invited to express interest for their child to attend NGC Wellington. NGC Wellington will then contact families to be invited to free information evenings where the philosophy and system of NGC Wellington will be presented.

Families will then be contacted for personalised meetings with the principal (or vice principal) where they can ask any questions before enrolling their child in NGC Wellington.

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b) how the school will target parents/family/whānau who may not be engaged in their child's learning.

NGC Wellington expects to be able to target parents and family by getting in front of them through churches, Marae', Pasifika Festivals and the Arts, e.g. Polyfest. It is our expectation that these parents will need encouragement from centres of influence such as churches and community groups. Therefore, it will be NGC Wellington's focus to meet with church and community leaders to ensure they are fully aware of our philosophy and curriculum.

c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau.

As above

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

Not Applicable

5.12 Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Refer to **Appendix 1** for the forecasted number of students.

The process for acquiring additional staff and equipment for the 2<sup>nd</sup> year will begin in the last quarter of 2014.

5.13 Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

Not Applicable.

## 6 OPERATIONS PLAN

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### 6.1 Student Policies and Procedures

6.1.1 Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

a) Enrolments considered will be conducted in accordance with section 2, 4, 6, 7, 8, 9, and 11 of the Education Act 1989. The following enrolment areas are addressed:

- as far as possible, exclude no more students than necessary to avoid overcrowding.
- ensure that the selection of all applicants for enrolment at a school is carried out in a fair and transparent manner.
- enable students to attend a reasonably convenient school.
- as far as possible, not exclude local students.
- enrolment of international students will be considered if the student's enrolment does not effect that of a domestic student.

b) Process of Enrolment

- a. Applicants need to fill out an application form from the website and deliver the completed form to the administrative office, or collect a form from the Administrative office together with instructions for completing the form.
- b. Completed forms must be sent to the administrative office together with:
  - recent passport photograph.
  - Original and 1 copy of birth certificate.
  - Original and 1 copy of secondary school reports.
  - Character reference for entry into forms 3, 4, 5 or 6.(Incomplete forms will not be accepted)
- c. Applications will be taken through an interactive 2 hour workshop with other applicants outlining the school philosophy and values.
- d. Students will be given a written assessment. The assessment process will take between 2 to 3 hours. This assessment will provide a means to assess and evaluate the students' current level.
- e. The application will then be processed and parents will be notified within two weeks by telephone or e-mail of whether or not their child has been successful in obtaining a place at NorthGate College.
- f. Successful applicants will receive a package containing:
  - an acceptance letter.
  - a bank slip for the payment of all fees.
  - a book list.
  - "Guidelines for Parents and Students".
- g. Parents of successful applicants must indicate their acceptance by returning the signed agreement attached to the *Guidelines for Parents and Students*.

- h. Parents and students will be required to attend an Orientation Programme and to pay the term's fees before the registration of the student is complete.

6.1.2 Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

#### **Culture of Discipline**

- a) The purpose of school rules is to provide an orderly and harmonious environment for all members of the NGC Wellington community and so help all students attain their maximum potential. In addition, rules teach students how to order their lives and practice respect for others. Rules thus assist in developing disciplined lifestyles and good character which benefit students their whole lives.
- b) NGC Wellington rules are not only clearly proclaimed, they are transparently, justly and universally enforced. The school's rules are not intended to be exhaustive, but to cover the main principles of conduct and some particularly important specific matters.
- regularity and punctuality
  - uniform
  - respect for persons
  - respect for property
  - conduct outside of school
- c) Morning assembly, in which all members of the NGC Wellington community are required to participate, is the most visible forum for regular discussion and creative demonstration of practical issues of character. This assembly may include worship, empowerment sessions, prayer, discussions, and student speeches.
- d) The monthly commendation assembly and end of term ceremonies recognise, honour and award, not only academic or co-curricular excellence, but also consistently manifest nobility of character.

#### **Suspension, expulsion and other Disciplinary Policies**

- e) In instances of continual lapses of character and none compliance to the above rules a restorative process will be used to provoke permanent adjustment and restoration of character.
- f) The approaches are consistent with the stated Education Act 1989 sections aimed at facilitating the return of the student to school and must take appropriate steps to facilitate the return of the student to school.
- g) Instances of continual lapses in character are dealt with in the biblically prescribed manner:
- private rebuke, which may include parental presence.
  - rebuke before witnesses.
  - open rebuke.
  - suspension from other students; the student would still engage in their normal schooling requirements under special supervision.

- the period or periods will not exceed five school days in any one term but for not more than 10 school days in total in that year.
  - ultimately, given the severity of the instance, expulsion from the school community.
- h) In all instances cited above the focus of the restorative process of rebuke is to provoke permanent adjustment and restoration of character.
- i) The suspension, exclusion, and expulsion approaches are consistent with the requirements under sections 13, 14, 15, 17, and 18 of the Education Act 1989.

6.1.3 Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

- a) In instances where the parent or student have an objection to a school decision.
- A complaints register will be put in place to record all complaints, steps taken, and outcomes.
  - Decisions will be made clear to the parents or student in alignment to the school philosophy and rules.
  - Complainants can question the operations of the school and can request information to be provided. If a parent requests additional information about a stand-down or suspension decision, the NGC Wellington board will carefully consider it. NGC Wellington will provide information under the Official Information Act 1982 No 156 (as at 01 November 2008) and the Privacy Act 1993 No 28 (as at 24 January 2009).
  - Student/parent complaint re: student – this is managed by a general rubric which involves the form school prefect, form and/or subject teacher and then the Principal. Students are encouraged to report complaints of a minor nature to the school prefect. The prefects are given latitude to investigate the issue and suggest resolutions whilst keeping the form teacher informed. If the matter is of a more sensitive nature the teacher is encouraged to investigate, resolve the matter and report to the Principal. A copy of the report is lodged in the student's file. If the matter is urgent the teacher is required to immediately inform the Principal and the matter will be investigated. If the matter requires parental intervention/involvement the parent is advised to attend a meeting and the details of the issue are disclosed, the requisite action reported and the parent is encouraged to comment and engage in the process. If external action is required [psychologist, counsellor, etc.] the cost is to be borne by the parent.
  - Student/parent complaint re staff – if a complaint is lodged against a staff member the Principal is charged with investigating the complaint, requiring a verbal and written response from the staff member in question and then the matter is examined to determine the accuracy of the report. The information will be relayed to the parent in a written report and the complaint lodged in the file of the staff member against whom the complaint was made. If there is need for disciplinary action the teacher is informed of such. All matters of this nature must be communicated to the Chairman. If action requires expulsion the staff member will be so advised and compensated in accordance with the contract of employment.



## 6.2 Personnel

6.2.1 Provide in a table the names and qualifications descriptions of persons that will hold key leadership roles in the school. Provide CV's (or position for positions which will need to be recruited) as an appendix to your Application.

The leadership and governance structure of NGC Wellington will consist of a management team that will be responsible for the daily running of the school. The Principal, [REDACTED] will be solely responsible for the management of the school and staff which will consist of a senior staff member, three further teaching staff and two administration staff.

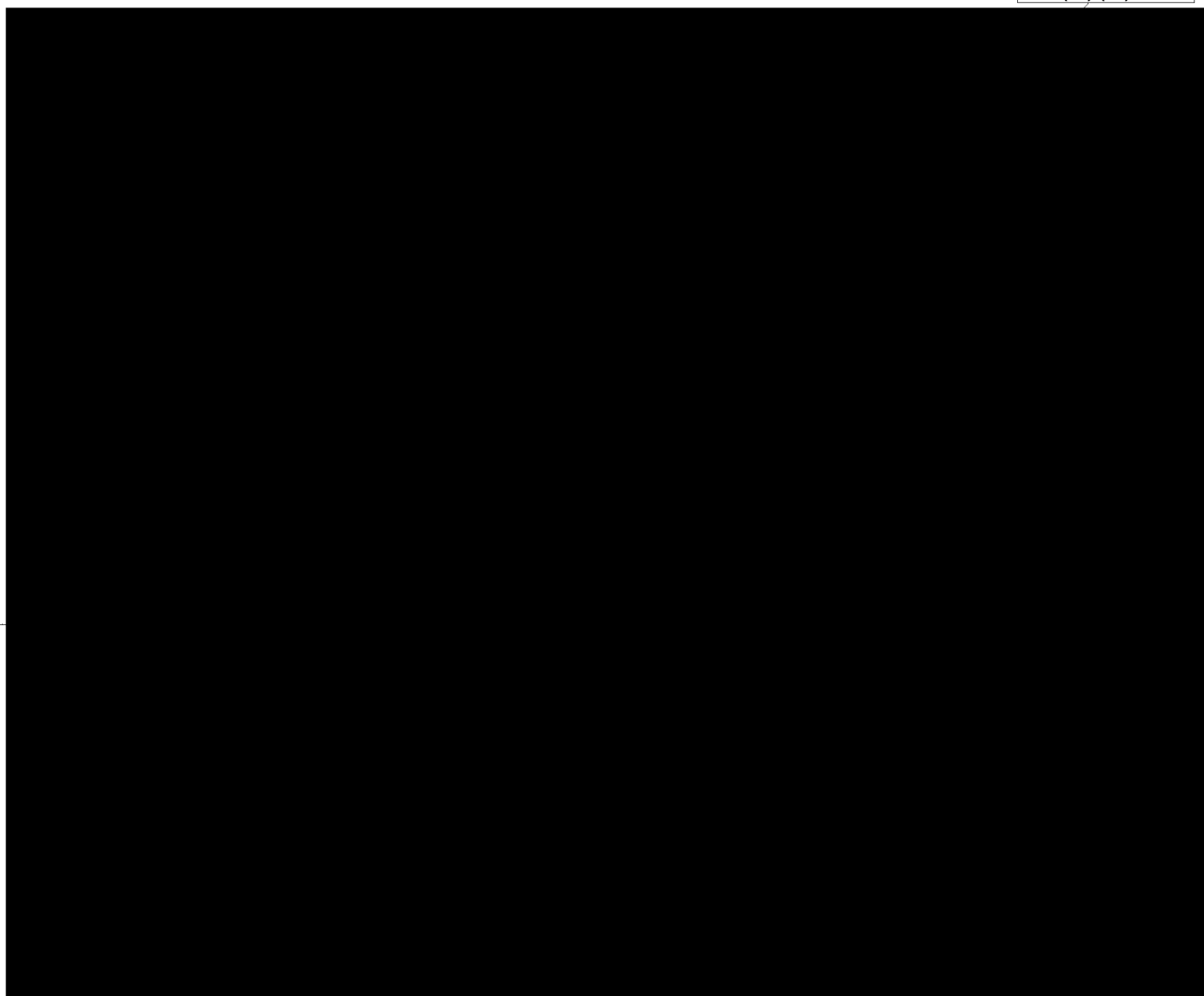
s 9(2)(a) OIA

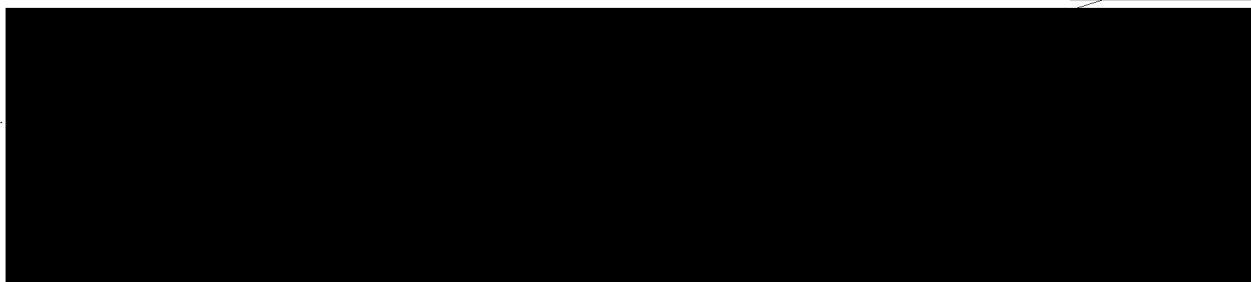
There will be a School Advisory Board (SAB) that will provide recommendations, accountability and strategic direction to the management team. The chairman of this board will be [REDACTED] This Advisory board will consist of the Chairman, Principal, senior staff member, two community representatives and two parent representatives. The selection of the SAB will be determined by a panel that will consist of the chairman, principal, and a community member representative.

There will be a range of members in the SAB from various backgrounds including educationalists, professionals, business owners as well as Māori and Pasifika representation.

Refer to the diagram below for the indicative structure of the key leadership roles and structures in NGC Wellington.

s 9(2)(a) OIA





Qualified Senior Staff member	Senior staff member	The role of the senior staff member will be to co-ordinate and oversee the teaching and administration staff on behalf of the Principal. This position will require a registered and qualified teacher to design and implement curriculum objectives in NGC Wellington.
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6.2.2 Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

All staff, volunteers and contractors that will work inside NGC Wellington must adhere to a clear set of key principles and standards at all times. This ensures that the vision and philosophy of the school is upheld on all levels of NGC Wellington beginning first with the leadership level of the school. These principles and standards for conduct apply to all staff from the leadership level, teaching staff, and administration staff as well as volunteers and contractors who will engage with any facet of NGC Wellington regardless of how long this engagement will be. This standard is an absolute prerequisite to any hiring and employment process. All staff, volunteers and contractors must agree to these terms and standards as an integral part of their formal engagement.

Key Principles and Standard is as follows:

Key Principles and standards for staff	Description
Commitment to the mission and vision of NGC Wellington	All staff, contractors and volunteers must have an in depth knowledge, understanding and comprehension of the mission and vision of NGC Wellington. There must be a strong commitment to realising this vision in every level or area of involvement in the school.

High level of personal responsibility	All staff, contractors and volunteers have a high level of personal responsibility to represent the values and ethos of NGC Wellington. In their position of leadership, they are forming patterns for all students to follow therefore requiring high levels of personal responsibility to ensure the accurate patterns are set for the students.
Collaboration is a part of our ways	All staff, contractors and volunteers are committed to a culture of collaboration in all areas of their engagement in NGC Wellington. All recognise that a collaborative effort of the team is of greater value in achieving the purpose and goals of the school.
Willingness to be accountable	All staff, contractors and volunteers are willing to be accountable to leadership and to one another at any part of the process. This creates a culture of safety within the NGC Wellington community.
Highly ethical	All staff, contractors and volunteers are aware that in all our works and interactions with the team, the students and the wider community, must have a strong underlying platform of ethical values and are in clear alignment with the values of the Kingdom of God.

The qualities that we will seek in all of our staff inside of NGC Wellington will have a high level of competence in order to fulfil the operational and managerial requirements of the running of the school. The platform and foundation of all the competence however, is strong character, integrity, and personal uprightness.

Assessment Criteria	Description
Professional backgrounds	A relevant professional background is necessary to enhance the rich environment within the NGC Wellington school.
Depth of experience	Depth of experience is valued but is not the only measure by which we will employ staff at NGC Wellington. The quality of their personal development process inside of their relevant experience is more valuable to the NGC Wellington students and community.
Personal qualities	The personal qualities of the staff that we will seek are those that will be able to adhere to the key principles and

	standards for Staff. This is imperative for all NGC Wellington staff as the standard that the staff set will be the standard that the students will strive towards.
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6.2.3 Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).

- The staffing plan includes seven full time staff altogether in the first year of operation. The makeup of these staff is as follows;
  - a. One Principal
  - b. One Senior Qualified Teaching Staff Member
  - c. Three Teaching Staff
  - d. Two Administration Staff

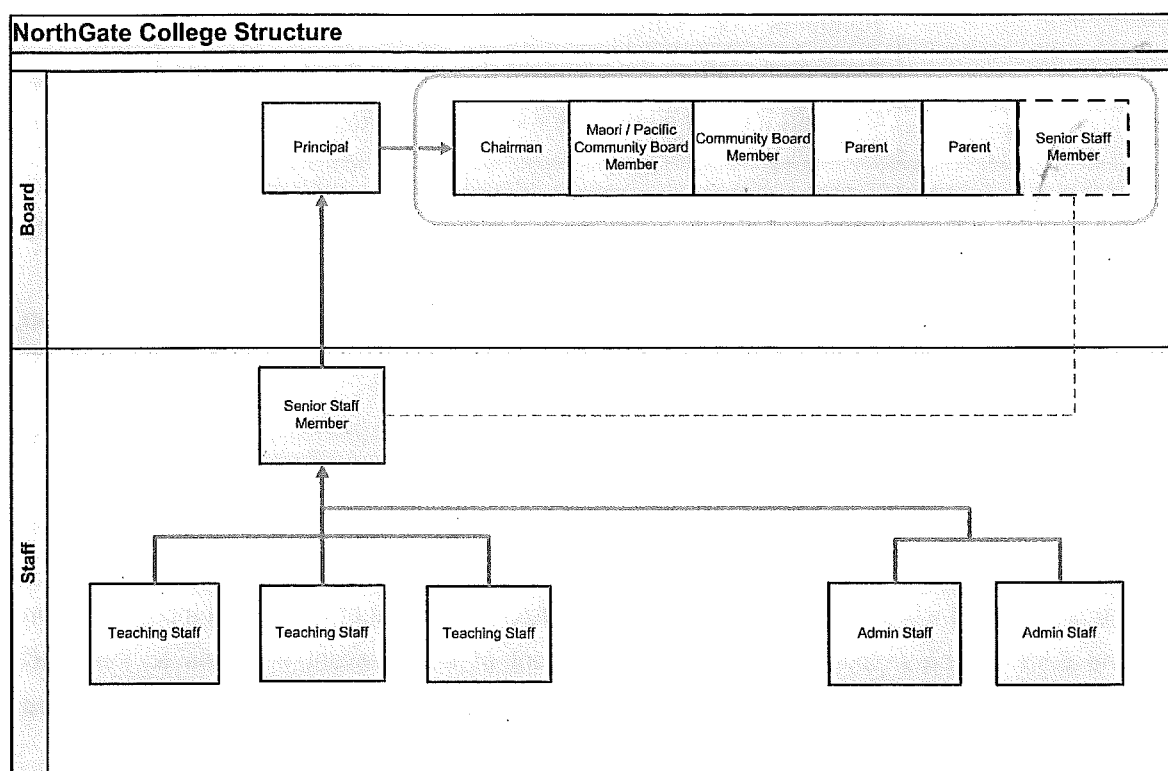
Two of the four teaching staff will be registered qualified teachers. As the roll of the school increases from year to year, the SAB will be responsible for the engagement of any relevant additions to the NGC Wellington staff. The construct and composition of the team will be reviewed by the SAB alone as required and will be at their discretion.

6.2.4 Describe the employment process that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.

Refer to Appendix 2 (b)

The procedure in Appendix 2 (b) is designed for a fully-staffed and fully functional NGC Wellington in a few years' time. In the interim, HR and the Administrator will be the same person in most cases. The roles and functions of the two administration staff can be adjusted and tailored to fit as determined by the senior staff member.

6.2.5 Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.



The above staffing plan will be employed by NGC Wellington to run in this staff configuration and composition. The staffing plan includes seven staff altogether in the first year of operation. The makeup of this staff is as follows:

### Principal

The principal will be accountable to the chairman and members of the SAB. The principal is responsible for the management and operation of NGC Wellington on all levels and accountable to the chairman and members of the SAB. The principal shall report monthly to the chairman and members of the SAB and shall be present in all meetings of the SAB. In matters pertaining to the appointment and/or dismissal of the principal, then the principal shall not be present in these meetings. The principal will work with the teaching and administration staff through a senior teaching staff member who will act as a co-ordinator and executive of the principal to the staff of NGC Wellington. The principal may at her discretion deal directly with all students and a staff as required in order to maintain the culture of NGC Wellington. The principal is responsible for ensuring that the NGC Wellington culture is established and maintained in all levels of NGC Wellington operations.

### One Qualified Senior Staff Member

The senior staff member will be the direct link between the principal and the teaching and administration staff. They will have an executive role within the school and will assume the role of acting-principal in the absence of the principal for as long as required. For extended periods of time, the SAB will be solely responsible for the establishment of the standards, and the conditions being enacted by this facility. The

senior staff member will be a member of the SAB as a representation of the NGC Wellington staff on the Board.

### **Three Teaching Staff**

The three teaching staff will be directly accountable to the senior teaching staff member and will play key roles in implementing the mandated curriculum for NGC Wellington. The three teaching staff members are expected to work in collaboration in accordance with the key principles and standards for staff of NGC Wellington. As the frontline representation of the global NGC standards to the students and wider community, the highest levels of moral uprightness are required at all times. The senior staff member and principal are responsible for ensuring this is maintained at all times in and out of the school.

### **Two Administration Staff**

The two administration staff will be responsible for all the administration, Human Resources, facilities maintenance, and office management aspects of NGC Wellington. The delegation and definition of the two specific roles will be determined by the senior staff member in accordance with the intent and instruction of the principal in order to fully express the mission and vision of NGC Wellington. The administration staff provide the office and back-room operation of NGC Wellington. There should be no deviation and variance from the culture and expected standard of all NGC Wellington staff and students. The standard of NGC Wellington is to be upheld by all staff and students alike in and out of the classroom.

It is envisaged that at the initial stages of NGC Wellington, two of the four teaching staff will be registered qualified teachers. This may be reviewed once a need for expansion is required in the staff.

The ratio used for the first year with the lower academic school years [Year 7 to 10] is 25:1. As NGC Wellington progressively introduces upper school level the optimum ratio for these levels can move towards 30:1.

If NGC Wellington is required to take on any special needs students a ratio of 20:1 would need to be employed, and additional specialised teacher resources would be required to facilitate this teaching and care. The additional resources would be for example, teachers trained in care giving and/or access to clinical and counselling psychologists.

6.2.6 Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff (PUB, Academic Staff Guidelines), benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

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### **NGC Wellington Employment Policy**

The employment policies would all be full time based on the current staffing teacher and administration plan. The following attachments are in Appendix 2:

- Academic Staff Guidelines (e)
- Teacher Offer of Permanent Position Appointment (d)

### **Core Values**

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
- Responsibility
- Collaboration
- Mutual respect
- Creativity
- Accountability
- Ownership of the process

### **Professional Development**

All staff members must attend professional development seminars at the start of each term. Staff members may be asked to design and facilitate some workshops.

Members of staff are expected to continuously upgrade their performance through collaboration and research.

### **The NGC Wellington employment policy considers the following legal aspects:**

- on commencing employment the school would take continuing benefit from the previous intellectual output and experience of the staff member.
- in the event of the staff member leaving the school all materials created by the staff member during their employment remain the property of NGC Wellington.
- and that the staff member would want to also use the material as a base for continuing teaching research and publications.

NGC Wellington employment policy is in line with the Teachers' Collective Employment Agreement includes entitlement to salary units for the purposes of management responsibility, recruitment retention and/or reward. The allocation of salary units is decided in consultation with the staff.

### **NGC Wellington Employment Policy Purpose**

- to provide an equitable value-based system for allocation of units available.
- to distribute leadership and responsibility according to the school's strategic direction.
- to ensure consultation takes place with teaching staff when change is proposed.
- to remunerate teachers in leadership positions and positions of additional teaching and learning responsibility and to support career pathways.

## **Guidelines**

1. Teaching staff will be consulted about the allocation of salary units generated for use.
2. NGC Wellington will retain the current allocation of units i.e. 3 permanent units each, to the principal, using the formula based on roll numbers.
3. Any additional fixed term Units will be allocated to specific roles that involve leadership and management of teaching and learning.
4. The principal will allocate these units in consultation with the teaching staff and in conjunction with the SAB, to those who are carrying out management/leadership roles within the school that assist the school to achieve its stated goals.
5. Salary unit entitlements for NGC Wellington will be allocated at the beginning of each year.
6. Staff will be consulted in February of each year about the allocation of these units for the following year. Allocation will then be made by the principal in conjunction with the SAB.
7. Units will be allocated for a six-monthly or one-year term.
8. Allocation of permanent and fixed term units will be specified in the annual plan each year.

## **Annual Review**

Allocations of fixed term units will be reviewed annually and ratified at the SAB each year.

## **Staffing Hiring and Dismissal Process**

The staffing recruitment procedure will be followed and consists of the following steps:

1. Résumé review
  2. Short Listing
  3. Interviews
  4. Panel Selection
  5. Job Offer
- Once staff members have been recruited and selected then they are enrolled in an induction process. This is on-going throughout the first academic year.
  - Where any inconsistency or conflict between these may occur, the NZEI guidelines shall prevail.
    - Issue of potential discipline matter raised at a Senior Leadership Team meeting. Concerns documented and discussed.
    - Meeting held with staff member outlining and documenting concerns and action to be taken (if any).
- 
- In instances where there is a complaint against the staff member the following steps will be followed.
    - Student/parent/ Staff complaint of a staff member.
    - If a complaint is lodged against a staff member the Director is charged with investigating the complaint, requiring a verbal and written response from the staff member in question and then the matter is examined to determine the accuracy of the report.
    - The information will be relayed to the parent in a written report and the complaint lodged in the file of the staff member against whom the complaint was made.



- If there is need for disciplinary action the teacher is informed of such.
- All matters of this nature must be communicated to the Chairman and Chairman. If action requires expulsion the staff member will be so advised and compensated in accordance with the contract of employment.

6.2.7 If you propose to use volunteers and/or contractors, describe:

a) the possible roles

For the first few years of operation, we envisage that NGC Wellington volunteers will not be used unless specific recommendations come from the SAB.

b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals

As and when volunteers and/or contractors are required, they will undergo the same interview and selection process that is required for teaching and administration staff and similar to that of the student registration. The key issue here is to ensure that all members that enter the NGC Wellington community are fully aware and conduct themselves completely in alignment with the standards of the school.

In addition to the interview and selection process, an induction into the philosophy and purpose of the school will be conducted by a panel, to be selected by the SAB.

Before any work arrangement or engagement is finalised, volunteers and/or contractor are to agree to the 'Standards for Staff'. (Refer 6.2.2).

In order to ensure that the standards of NGC Wellington are maintained, the volunteers and/or contractors are required to attend on-going personal development and training initiatives. These initiatives will be designed and implemented by the senior management of the school in collaboration with the SAB and attendance and requirements will be communicated through to necessary parties.

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

Volunteers and/or contractors will undergo a thorough vetting process. The values of moral uprightness, integrity and character are imperative for all members of NGC Wellington and this culture must be upheld at all costs. To this end, every necessary step is taken to vet all prospective staff.

6.2.8 Describe how your teaching practices will be assessed, including appraisal processes.

Staff will be evaluated by the principal and/or senior staff member twice annually. The principal will be evaluated by the SAB, which includes the senior staff member, on a yearly basis.

The following clinical assessment will be used to assess the performance of the staff in line with the high level performance goals. A template is attached in Appendix 2 (c).

### 6.3 Legislative and Health & Safety

6.3.1 Detail how the school proposes to meet and maintain the required health and safety standards.

- a) NGC Wellington policy in accordance with the purpose of the Act will prevent harm to all people at school, and, in certain circumstances, other people in or near the school grounds. The school will ensure that:
- The school environment is safe and appropriate for structured workplace learning.
  - The welfare and interest of students are protected.
  - Each employer is aware of and can comply with the employer's obligations under the Health and Safety in Employment Act 2002, the Human Rights Act 1993 and the Health and Safety in Employment Act 1992.
  - Students are familiar with their responsibilities under the above mentioned Acts.

6.3.2 Describe your proposed actions to ensure the safety of students and staff at all times.

NGC Wellington policy in accordance with the purpose of the Act will prevent harm to all people in the school care, and, in certain circumstances, other people in or near the school grounds. The key following objectives:

- a) To promote excellence in health and safety management through the systematic management of health and safety.
- b) The SAB has overall governance responsibility for health and safety in the school and is responsible for providing resources to enable staff, students and others to carry out their health and safety duties.
- i. As the employer will take all practicable steps to provide and maintain a safe working environment, provide facilities for staff, ensure equipment is safe to use, ensure employees are not exposed to hazards, provide procedures for dealing with an all hazard approach and emergencies.
  - ii. Will identify, assess and control hazards; inform and train employees; record and investigate injuries and report serious harm incidents to employees.
- c) The principal will be responsible for implementing the health and safety policy and systems as delegated by the SAB, and for management of the school in compliance with Health and Safety in Employment Amendment Act 2002.
- d) The Health and Safety Coordinator (Administrator) will be responsible to the principal for the day-to-day management of health and safety including:
- 
- i. Preparing the annual Health and Safety Plan along with staff for board approval.
  - ii. Managing the implementation of the approved Health and Safety Plan.
  - iii. Maintaining and updating health and safety procedures and taking all necessary actions to ensure that procedures are correctly implemented throughout the school (through the principal).
  - iv. Providing health and safety performance reports to the principal or SAB.
  - v. Ensuring that the school has in place a Health and Safety Committee.

- vi. Arranging Health and Safety Committee meetings.
  - vii. Ensuring safety information is clearly displayed in all work areas.
- e) to define hazards and harm to make sure they are all covered, and to include work related stress and hazardous behaviour caused by temporary conditions;
- i. The teachers will primarily be responsible for:
    - Identifying hazards at work.
    - Eliminating those hazards, or if this is not possible, managing them to minimise the risk of students being injured.
    - Providing students with information enabling them to work safely.
    - Making sure the students have the right knowledge, experience and supervision to work safely.
    - Providing clothing and equipment where appropriate, and instructing students in the use of any protective equipment provided.
    - All instances of accident will be recorded in the incident register.
  - ii. The students will primarily be responsible for:
    - Ensuring their own health and safety.
    - Ensuring that nothing they do harms any other person.
    - Not to undertake work which is unsafe or which involves unsafe practices.
    - Know about and follow their workplace's health and safety practices and procedures, including reporting of work-related accidents, illnesses and injuries and hazards.
    - Comply with any improvement and prohibition notices issued for their workplace.
    - Not to undertake work which is unsafe or which involves unsafe practices.
    - Know about and follow their workplace's health and safety practices and procedures, including reporting of work-related accidents, illnesses and injuries and hazards.
    - Comply with any improvement and prohibition notices issued for their workplace.
- f) to impose duties on teachers and students;
- The above duties will be taught to all staff and students yearly.
- g) to set requirements for practicable steps to be taken to ensure health and safety;
- 
- The above duties will be taught to all staff and students yearly.
- h) to recognise volunteers in the work place;
- In line with school structure each staff member primarily responsible for students will be trained in First Aid and managing the school safety environment.
- i) to encourage the input of students in managing health and safety;
- The above duties will be taught to all staff and students yearly.
- j) to ensure compliance through various enforcement measures.
- Staff and students not complying will be recorded in the Health and Safety Register.

- Each staff member is primarily responsible for students and will be trained in First Aid and managing the school safety environment.
- Instances of continued non-compliance a staff member will be stood down until an agreement can be made for the board.

6.3.3 Describe your proposed systems for:

a) recording enrolment, attendance and achievement

The SRT system developed by the Ministry of Education with the 12 principles of the Privacy Act (1993) and the Education Act (1989) in mind will be used to record all enrolment systems.

b) maintaining school records to provide any information required by the Government.

a) Identifying records

The following records will be stored:

- Student Records
- Governance
- Personnel
- Finance
- Property and Administration
- Historical

b) Storing records

- ENROL will be used as central electronic student enrolment register for all school students.
- Records will be stored in a filing cabinet that is accessible and safeguarded against environmental damage. Vital records may need to be stored in a disaster-resistant safe or vault to protect against fire, flood, earthquakes and conflict.
- In addition on-site electronic storage of records, NGC Wellington will operate an off-site records storage.

c) Circulating records

- All records will be tracked in a register while it is away from the normal storage area. This register will be a simple online recording procedure to record the movement of the record.

d) Disposal of records

- Destruction of records will be authorised by law, statute, regulation, or operating procedure and the records will be disposed of with an appropriate disposal company, with care to avoid inadvertent disclosure of information.
- The process will be well documented, starting with a records retention schedule and policies and procedures that have been approved at the highest level.
- An inventory of the records disposed of will be maintained, including certification that they have been destroyed.

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## 8 APPENDIX 2

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### (a) Code of Ethics for Registered Teachers

Teachers registered to practice in New Zealand are committed to the attainment of the highest standards of professional service in the promotion of learning by those they teach, mindful of the learner's ability, cultural background, gender, age or stage of development.

This complex professional task is undertaken in collaboration with colleagues, learners, parents/guardians and family/whānau, as well as with members of the wider community.

The professional interactions of teachers are governed by four fundamental principles:

**Autonomy** to treat people with rights that are to be honoured and defended,

- **Justice** to share power and prevent the abuse of power,
- **Responsible care** to do good and minimise harm to others,
- **Truth** to be honest with others and self.

Application of the Code of Ethics shall take account of the requirements of the law as well as the obligation of teachers to honour the Treaty of Waitangi by paying particular attention to the rights and aspirations of Māori as Tangata Whenua.

### 1. Commitment to learners

The primary professional obligation of registered teachers is to those they teach. Teachers nurture the capacities of all learners to think and act with developing independence, and strive to encourage an informed appreciation of the fundamental values of a democratic society.

Teachers will strive to:

- a) develop and maintain professional relationships with learners based upon the best interests of those learners,
- b) base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach,
- c) present subject matter from an informed and balanced viewpoint,
- d) encourage learners to think critically about significant social issues,
- e) cater for the varied learning needs of diverse learners,
- f) promote the physical, emotional, social, intellectual and spiritual wellbeing of learners,
- g) protect the confidentiality of information about learners obtained in the course of professional service, consistent with legal requirements.

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### 2. Commitment to parents/guardians and family/whānau

Teachers recognise that they work in collaboration with the parents/guardians and family/whānau of learners, encouraging their active involvement in the education of their children. They acknowledge the rights of caregivers to consultation on the welfare and progress of their children and respect lawful parental authority, although professional decisions must always be weighted towards what is judged to be the best interests of learners.

In relation to parents/guardians, and the family/whānau of learners, teachers will strive to:

- a) involve them in decision-making about the care and education of their children,
- b) establish open, honest and respectful relationships,
- c) respect their privacy,

d) respect their rights to information about their children, unless that is judged to be not in the best interests of the children.

### **3. Commitment to society**

Teachers are vested by the public with trust and responsibility, together with an expectation that they will help prepare students for life in society in the broadest sense.

In fulfilment of their obligations to society, teachers will strive to:

- a) actively support policies and programmes which promote equality of opportunity for all,
- b) work collegially to develop schools and centres which model democratic ideals,
- c) teach and model those positive values which are widely accepted in society and encourage learners to apply them and critically appreciate their significance.

### **4. Commitment to the profession**

In the belief that the quality of the services of the teaching profession influences the nation and its citizens, teachers shall exert every effort to maintain and raise professional standards, to promote a climate that encourages the exercise of professional judgement, and to achieve conditions which attract persons worthy of trust to careers in education.

In fulfilment of their obligations to the teaching profession, teachers will strive to:

- a) advance the interests of the teaching profession through responsible ethical practice,
- b) regard themselves as learners and engage in continuing professional development,
- c) be truthful when making statements about their qualifications and competencies,
- d) contribute to the development and promotion of sound educational policy,
- e) contribute to the development of an open and reflective professional culture,
- f) treat colleagues and associates with respect, working with them co-operatively and collegially to promote students' learning,
- g) assist newcomers to the profession,
- h) respect confidential information on colleagues unless disclosure is required by the law or serves a compelling professional purpose,
- i) speak out if the behaviour of a colleague is seriously in breach of this Code.

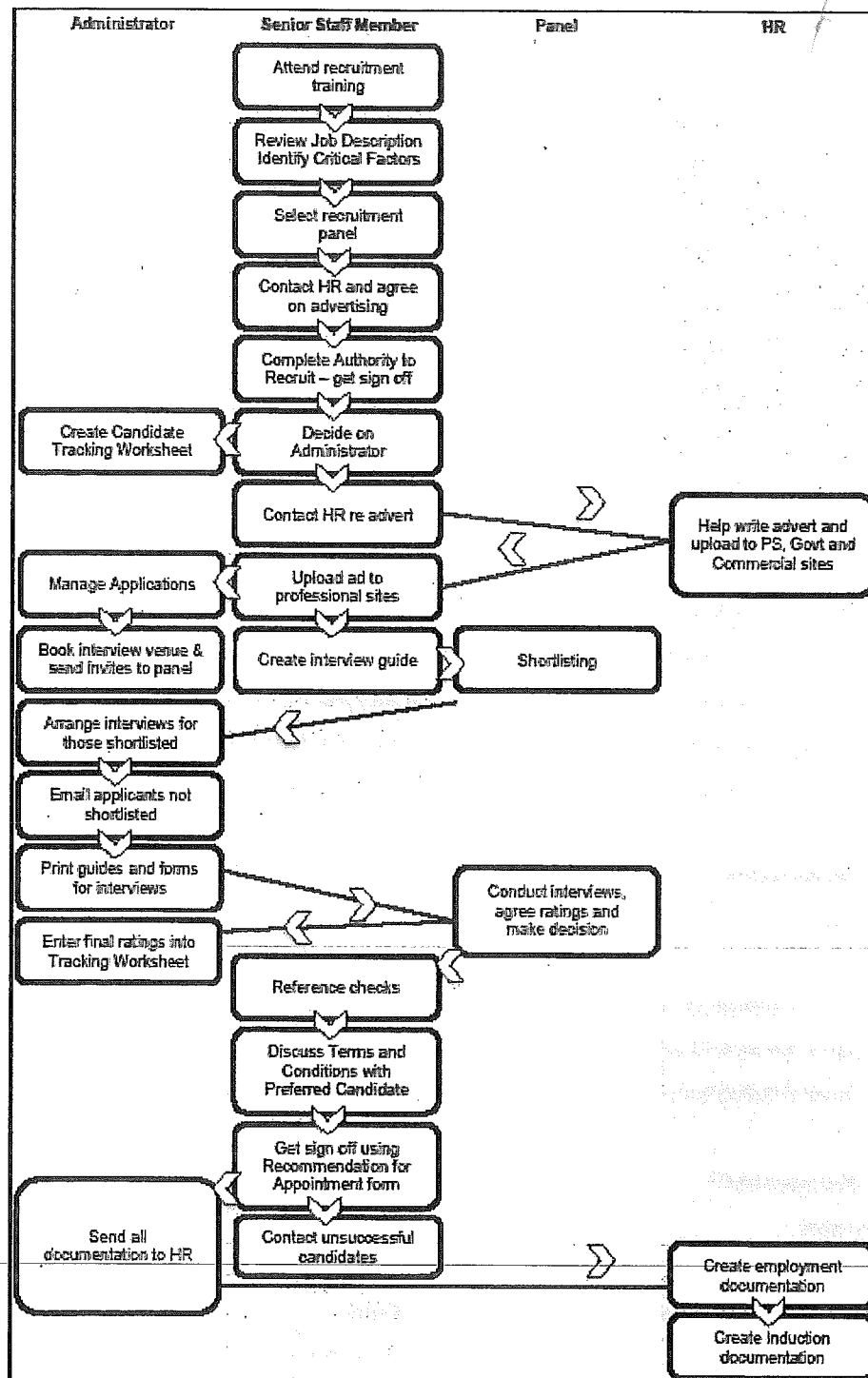


(b) NGC Wellington Recruitment process

Step	Description	Who	Complete
NB	If you haven't received any form of recruitment training contact HR, this only needs to be done once before you are involved in any recruitment at Parliamentary Service.	Senior Staff Member	
1.	Review Job Description for vacant position and ensure it is still current, if not update it before starting the recruitment process <ul style="list-style-type: none"> <li>Determine up to six critical factors for interview from the 'Person Specification' in the Job Description.</li> </ul>	Senior Staff Member	
2.	Identify the selection panel, ideally one of the Senior management team and two others: <ul style="list-style-type: none"> <li>The others on the panel could include managers, an HR Business Partner (recommended) or an employee or other stakeholder who is highly effective in the area you are recruiting for.</li> <li>Consider having both females and males on the panel although this is not compulsory.</li> <li>Ensure the selection panel will be available when you need them.</li> </ul>	Senior Staff Member	
3.	Contact HR Operations and agree on advertising mediums to be used and costs.	Senior Staff Member	
4.	Complete the Authority to Recruit Form. Get sign off from all the parties listed on the form.	Senior Staff Member	
5.	Decide on a contact person/administrator for queries and the administration of recruitment documentation (this may be yourself or someone else).	Senior Staff Member	
6.	Create a candidate tracking worksheet using the template.	Administrator	
7.	Contact HR Operations for help with writing and placing the advertisement	Senior Staff Member	
8.	Upload the advertisement to: <ul style="list-style-type: none"> <li>the relevant employment website with links to the application form and job description</li> <li>Seek and/or Trade Me if advertising costs were approved in the Authority to Recruit Form.</li> </ul>	HR	
9.	Upload the advertisement to any professional network sites to be used.	Senior Staff Member	
10.	As applications come in ensure applications are complete: <ul style="list-style-type: none"> <li>if not use the template response email for incomplete applications to inform applicants what they still need to provide if the application is complete</li> </ul>	Administrator	

	<ul style="list-style-type: none"> <li>when complete send an acknowledgement using the template response email for complete applications</li> <li>put names in the applicant shortlisting form.</li> </ul>		
11.	<p>Create an interview guide :</p> <ul style="list-style-type: none"> <li>Write the interview questions based on the critical factors. This can be checked with senior management to ensure that questions align with the purpose and goals of the School.</li> <li>Send the interview guide to the panel for review. If HR has not been involved with writing the questions and is not part of the interview panel send the interview form to HR for review as well.</li> <li>Do not provide interview questions to the candidates before the interview. This will make the interview less effective as a selection technique.</li> </ul>	Senior Staff Member	
12.	Ensure the logistics for any planned interviews are organised, for example rooms are booked, meeting invites sent to selection panel and any travel arranged.	Administrator	
13.	After the closing date create a shortlist from all your applicants.	Panel	
14.	Use the template response for interview confirmation to contact shortlisted applicants and book interview times. This will involve phoning the candidates and following up with an email.	Administrator	
15.	Inform those not shortlisted that they have been unsuccessful using the template response email for those not shortlisted.	Administrator	
16.	<p>Print off:</p> <ul style="list-style-type: none"> <li>a set of interview guides for each interviewer, one form for each candidate</li> <li>a Priv/F2 criminal convictions check form for each candidate.</li> </ul>	Administrator	
17.	<p>Conduct interviews following the instructions in the interview guide.</p> <ul style="list-style-type: none"> <li>Get them to fill in a Priv/F2 criminal convictions check form.</li> </ul>	Panel	
18.	<p>Make decision</p> <ul style="list-style-type: none"> <li>Each interviewer will have rated the candidates during interviews using the interview guide.</li> <li>When all interviews are finished the interview panel needs to discuss their ratings and come up with agreed ratings for each candidate and choose a preferred candidate.</li> </ul>	Panel	
19.	The final ratings from the interview get entered into the 'Interview Results Sheet' tab in the candidate tracking worksheet.	Administrator	
20.	Conduct reference checks for external candidates using the reference checking template.	Senior Staff Member	
21.	<p>Inform the preferred candidate that they are the preferred candidate and:</p> <ul style="list-style-type: none"> <li>agree on salary, start date and any other information you require for the recommendation for appointment form</li> <li>let them know that there is paperwork to be signed off and after</li> </ul>	Senior Staff Member	

	that an offer will be made to them.		
22.	Get sign off using the recommendation for appointment form.	Senior Staff Member	
23.	Inform unsuccessful candidates using the template response phone guide for contacting unsuccessful candidates.	Senior Staff Member	
24.	Send all recruitment documentation to HR.	Administrator	
25.	Produce the employment documentation and either: <ul style="list-style-type: none"> <li>• send the documentation out to the candidate, or</li> <li>• give it to the manager to give to the preferred candidate.</li> </ul>	HR	
26.	If the employment documentation signed by the preferred candidate comes back to the manager send it to HR.	Senior Staff Member	
27.	HR will then prepare induction documentation.	HR	



## **(c) NGC Wellington Clinical Assessment Criteria**

### **Preparation**

Criteria Description:

- a) Lesson plan submitted in advance.
- b) Thorough lesson plan presented, including start to finish guidelines of the format of the class.

### **Presentation**

Criteria Description:

- a) Professionally dressed staff.
- b) Classroom presentation depicts the school philosophy and conducive learning environment.
- c) Assessment details, dates and topic details communicated effectively and in a timely manner.

### **Execution/Methods**

Criteria Description:

- a) Teacher arranges the classroom appropriately
- b) Review of the principles of correct engagement.
- c) The students were clearly communicated to the assessment criteria.
- d) Level of interactive and engagement between students and also staff.
- e) Homework clearly communicated both visually and verbally.

### **Personal Characteristics**

Criteria Description:

- a) Level of relationship and trust between students.
- b) Students felt free to ask and respond to questions.
- c) Correction/ rebuke is conducted in a redemptive manner.

### **Classroom Management**

Criteria Description:

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- a) The class level of organisation and group facilitation.
- b) Effectively creating a conducive classroom environment of encouragement and participated learning.

### **Time Management**

Criteria Description:

- a) Effective management of the class time for the various activities.
- b) Ability to adjust lesson plan to cover all key areas of learning in line with time constraints.

- c) Communicate clearly to the students if sessions will be done at a later date and when formal notes will be provided.

### **Teacher/Student Interaction**

Criteria Description:

- a) Session conducted in a formal structured interaction between teacher and student.
- b) There was mutual respect between teacher and student.

### **Transfer of Values**

Criteria Description:

- a) The rationale/principles behind key learning areas is effectively communicated and discussed with students.
- b) Effort to reinforce and practicalise the values during lessons and general interaction with students.
- c) For example conveying the need for good listening during group presentations.

(d) Teacher Offer of Permanent Position Appointment

[Date]

**Confidential**

[Employee]

[Address 1]

[Address 2]

Dear [name]

**Letter of Offer of Appointment: Permanent Position**

The [school name] Advisory Board is pleased to offer you appointment to the permanent [full time/part time (0.x FTTE)] position of [position title] commencing on [date]. A job description is attached.

This offer supersedes any previous negotiations, communications and commitments whether written or oral.

***If full time***

Your hours of work will be as set out in the [insert title of relevant Collective Agreement] (CA)].

***If part time***

[Your hours of work will be [x] (insert days of the week to be worked). Any variation to this will be advised in accordance with the relevant provisions of the [insert title of relevant Collective Agreement] (CA)].

You will be appointed on step [x] of the salary scale and, based on the information you have provided regarding your qualifications, your salary on appointment will be \$[x] per annum (pro-rated for part time).

**Terms and Conditions of Employment**

The work to be undertaken is covered by the [insert title of relevant collective agreement] Teachers' Collective Agreement (CA), a copy of which is attached. The CA covers the work that you will undertake and applies to employees who are or become members of [specify union].

If you are already a member of [specify union], the CA applies to you directly from the date of appointment.

If you are not a member of [specify union] you have the option of joining the union and being directly covered by the terms and conditions of the CA. If you wish to join the union, you should contact [provide contact name and number of local union representative].

Joining this or any other union is your choice. If you choose to join the union, the CA will apply directly to you as long as you remain a union member.

If you do not wish to join the union, your conditions for the first 30 days of your employment will be those in the CA, as per s63 of the Employment Relations Act. After the 30-day period, if you have not joined the union your terms of employment will continue unaltered, unless we agree to otherwise vary them, and you will be covered by an Individual Employment Agreement.

If you are not a member of [specify union], and you agree to my doing so, I am required by law to inform the union promptly after you have started work. Please advise me, either directly or on the acceptance form, whether you consent to the union being informed that you have started work at this school.

### **Practising Certificate/Limited Authority to Teach**

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The Advisory Board may only permanently appoint a teacher who has a current practising certificate issued by the Teachers Council. This offer is made on the basis that you have the appropriate certificate and it is produced to the Advisory Board. The offer of employment is conditional until such time as that occurs. Continued employment is contingent on you maintaining a current practising certificate.



## **Code of Conduct**

Attached you will find a copy of the Code of Conduct which outlines the minimum standards of conduct and behaviour expected of you as an employee of the NGC NZ Advisory Board. Please sign and return the acknowledgement of receipt of the Code of Conduct.

## **Retirement Saving**

Depending on your previous employment in the education sector and the present period of employment you may or may not require to be automatically enrolled into the KiwiSaver. From the information known to the Advisory Board you do/do not [amend as appropriate] meet the tests to require auto enrolment. Further information on this can be found at [www.novopay.govt.nz](http://www.novopay.govt.nz).

*[Insert privacy clause below for those employees who are centrally paid employees].*

In addition we require you to provide evidence of your date of birth. This information is required under the provision of the KiwiSaver Act 2006 for the purposes of assessing your age eligibility to join KiwiSaver and for the scheduling of the final employer contribution to your scheme. Your date of birth will be reported to the Ministry of Education's Education Service Payroll who will hold the data in a secure and encrypted database separately from the general payroll data. Only authorised personnel will have access to this data and only for the purpose of administering your KiwiSaver employer contributions. You are entitled to review and correct this information and may do this by requesting a copy of the information through your school Principal.

*[Insert privacy clause above for those employees who are directly paid employees and describe aspects of information housing, access and security specific to school systems].*

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## **Confirmation**

We would like to encourage you to take the opportunity to seek independent advice on this offer of permanent employment.

Please sign the enclosed copy of this letter acknowledging your acceptance of the position and, if you are not a member of [specify union], the attached IEA and information on dealing with employment relationship problems, within 10 days of receipt of this letter.

We look forward to having you join the staff of [school name]. If you have any queries please do not hesitate to contact me.

Yours sincerely

**[name]**

**[Chairperson/Principal]**

**[school name] Advisory Board**

**Acceptance**

I am pleased to accept the permanent position of [position title] at [school name] on the basis of the offer made in this letter and I have attached the acknowledgement of receipt of the Code of Conduct.

I confirm I have had the opportunity to seek appropriate independent advice.

I am/am not a member of [specify union] (please circle as appropriate).

I agree/do not agree (please circle as appropriate) to you advising the union that I have been employed by the [school name] Advisory Board.

I would/would not (please circle as appropriate) like to receive information on the KiwiSaver Scheme.

**Name** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## (e) Academic Staff Guidelines

- 17.2 Each teacher will be given a specific area of responsibility for as directed by the Events Coordinator in collaboration with the staff.
- 17.3 All teachers are expected to cooperate with each other and fully execute the duties assigned to them.
- 17.4 Teachers will be given a compensatory day's leave if a school event is held on a weekend or public holiday.

## NorthGate College

### Guidelines for Full-Time Teachers

All Teachers must familiarise themselves with the  
GUIDELINES FOR PARENTS AND STUDENTS.

#### 1 CORE VALUES

NorthGate College 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  
Responsibility  
Collaboration  
Mutual respect  
Creativity  
Accountability  
Ownership of the process

#### 2 PROFESSIONAL DEVELOPMENT

All staff members must attend professional development seminars at the start of each term. Staff members may be asked to design and facilitate some workshops.  
Members of staff are expected to continuously upgrade their performance through collaboration and research.