



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

Part Two - Application Form

Submitted By:
Davidic Centre Trust
NorthGate School

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Introduction

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


NOTE:

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

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

1 Applicant Contact Details

i. Contact person for this Application

Contact person:	Sarah Gucake			
Position:	Programme Manager			
Phone number:	n/a	s 9(2)(a) OIA		
Mobile number:				
Email address:				
Is the contact person authorised to negotiate?	Yes	✓	No	

ii. Sponsor Organisation

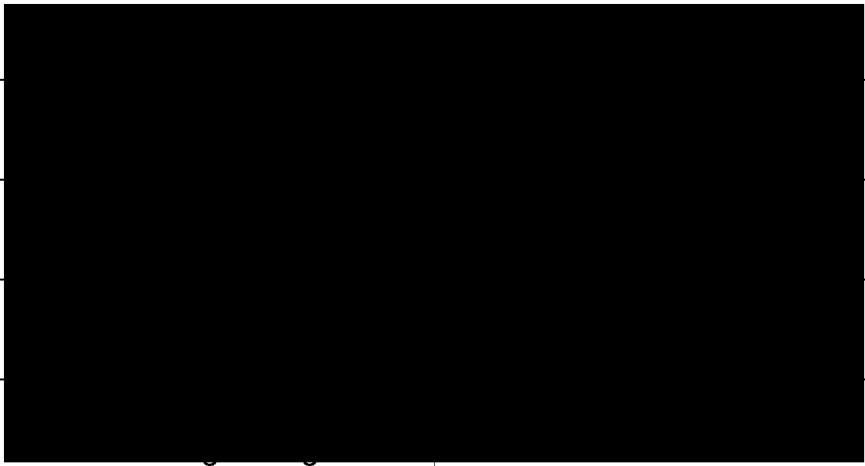
Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	Davidic Centre Trust
Trading name: (if different)	n/a
Name of parent organisation:	n/a
Physical address:	Level 1, 28-30 Hopper Street, Mt Cook, Wellington, New Zealand
Postal address:	PO Box 12106, Thorndon, Wellington, New Zealand
Website:	If applicable
Location of head office:	Mt Cook, Wellington, New Zealand
Type of entity (legal status):	Charitable Trust
Registered Charity	Yes
Charity (or) Company registration #:	863927


Country of residence:	NZ	Other _____
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iii. Referees

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

Referee #1	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Eleven years

s 9(2)(a) OIA

Referee #2	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Ten years

Referee #3		
Name of organisation:		
Name of referee:		
Telephone:		s 9(2)(a) OIA
Email:		
Relationship:		
When:	3.5 years	

2 Applicant Profile

i. Applicant Organisation

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

Response

Yes, we are in the process of setting up a Trust for NorthGate School.

- b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

Response

Davidic Centre intends to run the school.

ii. Overview of Applicant's organisation

Type of organisation:	Faith-based Community
Year established:	28 June 1997 (Living Waters Church Trust). In October 2006 the name was changed to Davidic Centre (made official on 13 October 2010).
History:	Davidic Centre is a faith-based organisation with multiple interfaces with every strata of society. In the last 10 years, DC leaders have coordinated Ethical Initiatives in the Pasifika and Oceania. This has included Values-based Education, Government Leadership Training, Future Leadership Initiatives and development initiatives in the Children's, Professional, Community and Business areas. Davidic Centre has two consultancy companies operating in Wellington, New Zealand. Davidic Centre also assists in the development of leadership and youth focused initiatives in the Pasifika and has held seminars in Samoa, Fiji, Vanuatu, Solomon Islands and Tuvalu. Since 1997 Davidic Centre has consistently facilitated regular youth development initiatives including holiday programmes, camps, leadership development workshops and community development programmes. Since 2004 Davidic Centre has been facilitating the delivery of a nine-month leadership programme called Breakthrough School of Ministry (BSM). This programme imparts capacity to church leaders, business people, professionals and university students.
Summary of experience relevant to your	Fifteen years' experience working with young people from the ages of 5 to 20. Davidic Centre is also responsible for

application to operate a Partnership Kura:	<p>the management and operational efficiency of several business ventures. Davidic Centre members consist of business owners, professionals (including school teachers) and young people.</p> <p>Davidic Centre has close links with Northgate Colleges in Trinidad, Kenya, Jamaica and Zambia. The school in Trinidad is the founding Northgate College and has been in operation for over 14 years.</p>
Total number of staff in NZ:	Davidic Centre is a Trust with members that operate on a voluntary basis to ensure the efficient operations of the Trust. Davidic Centre is managed by twelve competent professionals including our chairman.
Number of locations in NZ:	Davidic Centre is located in Wellington, but there are six other partnership communities located around New Zealand.
Overseas locations:	Davidic Centre has oversight of two communities overseas; one in Fiji and the other in the Solomon Islands.

iii. Current business commitments

Business activities:	Davidic Centre does not currently have any business commitments.
Other Contracts with government	Davidic Centre does not currently have other Contracts with government.

iv. Probity

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

v. Proposed Subcontractors


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

Sub-contractor #1	
Sub-contractor name:	Unknown - No sub-contracting arrangements have been entered in to, but there is intention to sub-contract building and fit-out work etc. Information on any sub-contracting arrangements will be disclosed once this has been finalised.
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

Sub-contractor #2	
Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the sub-contractor will be responsible for:	

vi. Financial Information

Current financial status:	Brief description of the organisation's current financial status and stability
Gross revenue:	<div style="background-color: black; width: 350px; height: 50px; display: inline-block;"></div> <div style="border: 1px solid black; padding: 2px; margin-left: 10px;">s 9(2)(b)(ii) OIA</div>

Net profit (surplus) and Net Assets:					s 9(2)(b)(ii) CIA
Last audited financial accounts:	2008 – Davidic Centre is currently in the process of engaging an external auditor to audit the 2012/13 financial year accounts.				
Copy of latest audited accounts attached?	Yes		No	✓	
Copy of latest annual report attached?	Yes		No	✓	
Is organisation in dispute with any trade union?	Yes		No	✓	

3 School Overview

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

i. School Location

Enter the address / location of your proposed Partnership Kura.	Porirua Central
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	No

ii. Year Groups

List the year groups that your school proposes to serve.

Year 1 to Year 6

iii. Priority Learner Groups

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

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
80	80	A high % of Māori and Pasifika students will fall in this category	

iv. School Roll

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

Note

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

Year	Age (Yrs)	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change	2020 Roll	% Change
1	5	20	20	0%	20	0%	20	0%	20	0%	20	0%
2	6	20	20	0%	20	0%	20	0%	20	0%	20	0%
3	7	20	20	0%	20	0%	20	0%	20	0%	20	0%
4	8	20	20	0%	20	0%	20	0%	20	0%	20	0%
5	9	20	20	0%	20	0%	20	0%	20	0%	20	0%
6	10		20	0%	20	0%	20	0%	20	0%	20	0%
7	11		0	0%	20	0%	20	0%	20	0%	20	0%
8	12		0	0%	0	0%	20	0%	20	0%	20	0%
Total		100	120	20%	140	17%	160	14%	160	0%	160	0%

Maximum roll of 160 students.

4 Executive Summary

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

Note

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

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

NorthGate's mission is to develop leaders who are well-educated citizens of knowledge, understanding, character and wisdom, who will positively impact every sphere of society. This is NorthGate's global educational outreach and mirrors the NorthGate schools that are successfully operating in Trinidad and Tobago, Jamaica, Nairobi, and Zambia.

NorthGate is a sustainable education model tested and proved on the international scene. With Davidic Centre in Wellington, a cosmopolitan community with multiple nationalities, a large proportion of which are of Pacific Islanders and Maori decent, proving the sustainability of success through values based development, we are confident that our model works. It has been trialled and worked on in Trinidad, which have diverse cultures and ethnicities, for 14 years. NorthGate, while opened to all students, is focused on raising student achievement of year one to year eight children, of Maori, Pacific and low socio economic backgrounds.

Like the model school in Trinidad, NorthGate Wellington will build a strong culture that will foster high achievements and the quality of the students. We define culture as the major unique characteristics that will enhance and accelerate the productivity of the vision. This culture is easier to build with younger students who will be nurtured and progressed through to secondary school level. By the end of the fifth year the first year 6 students will be reaching year 11 and the culture would have gained momentum that will encourage and attract others into the culture like a vortex, hence adding to the momentum.

The Northgate curriculum is based on a 'seed to tree' framework, which has six development streams, and they are:

- Ethical Values
- Creative and critical

- Local and Global Context
- Wellbeing
- Leadership and Governance
- Information Communication and Technology and Innovation/ Entrepreneurship

For more information refer to the Purpose and Goals and particularly the Education Plan section.

The NorthGate curriculum is deliberately designed and built for the holistic development of students. The NorthGate curriculum not only offers maths, reading and writing but goes beyond to include issues of character, manhood, womanhood and successful management of life in an age of globalisation.

NorthGate provides an environment conducive for producing a corporate body of students that is purpose-filled, confident community with the capacity for global impact. These streams are described in deeper detail in the Purpose and Goals section.

NorthGate's vision *is to embody* an institute of excellence producing young men and women of integrity with a strong identity who are relevant in the globalised environment of the 21st century - through informed and impartational teaching based on proven values and a conducive environment via a strong culture, allowing for innovation and creativity, and a well-rounded curriculum.

- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
 - Sense of community pride
 - Closer links to local Maori community and iwi links
 - Retention rates for children improved
 - Improvement in national Standards in Literacy, Maths and Reading
 - Clear goal setting and pathways
 - School will become a preferred place of learning and be in demand
 - Closer connectivity with other local schools

The culture of NorthGate is densified over years of effective building and it is fundamental to accelerating the vision. It will lead to:

- A coherent and concise summary of the school's performance goals and how they will be measured; and

NorthGate's overarching performance goals are:

- To provide a sound education using a values-based framework to generations of young people, so that they are motivated by purpose and empowered to fulfil their personal destiny while contributing good to the wider society.
- To produce well-developed citizens with relevant knowledge, understanding, character and competence that will contribute to and positively impact their spheres.

- To form links with parents and the wider community to create synergy for local and national transformation and ultimately for global impact.
- To express values such as integrity, honesty and transparency through modern and effective educational practices.

These overarching NorthGate objectives are broken down into further goals in the Purpose and Goals section and measures are also used to describe how we will achieve tangible outcomes.

- *A clear description of the student population/priority goals the school will serve.*

The aim of our school is to guide our students holistically into being fully functional and contributing members of community life and society in general. By focussing on building the holistic student who will see reasons to be academically qualified in a complex world. This empowers the students to define what it means to be successful, whatever context they come from – Maori, Pasifika or low socio-economic.

We are proposing to set up NorthGate in Porirua Central as it provides a central catchment area for the Northern, Eastern and Western wards of Porirua. The location naturally captures the three priority groups that our school is looking to cater for – Maori, Pasifika and low socio-economic. Further information relating to the geographical location and demographics can be found in the Business Plan section.

5 PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:

a) sets out your distinctive mission and vision, including:

The NorthGate model seeks to engineer a quality-learning environment that goes far beyond an academic experience. NorthGate provides learners with the knowledge and experience that will endure throughout their lives.

NorthGate places a great emphasis on personal development of which academic achievement is a sub-set. To this end there are several deliberate strategies, which are undertaken to ensure that the corporate student body emerges as a purpose-filled, confident community of young adults skilled in every sphere of human endeavour with the capacity for national and global impact.

Due to an evolving nature of reality the NorthGate learner must be drawn by a clear picture of a preferred future, and not necessarily shaped by the past or moulded by present circumstances. To this end the defining characteristic of the NorthGate culture and the core of its brand is the values-based education over a sustained period of time. As primary definers of the Northgate culture, the entire faculty will be thoroughly trained to cause authentic down flow of the values to the learners.

NorthGate's mission is to develop leaders who are well-educated citizens of knowledge, understanding, character and wisdom who will positively impact every sphere of society. This is NorthGate's global educational outreach and mirrors the NorthGate schools successfully operating in Trinidad, Kenya, Jamaica, and Zambia.

Vision

An institute of excellence producing young men and women of integrity with a strong identity who are relevant in the globalised environment of the 21st century - through informed values-based teaching, a conducive environment allowing for innovation and creativity, and a well-rounded curriculum.

i) why you are proposing to open your school;

NorthGate is an expression of the non-profit organisation Congress WBN (C-WBN) in the sphere of education. Like C-WBN, NorthGate is founded on clearly defined moral, ethical and values-based principles. C-WBN is a unique, global faith-based entity now existing in over 90 nations whose headquarter is in Trinidad, and focused on social transformation through human and national development initiatives.

Our NorthGate School is based on the NorthGate College model in Trinidad, which has been in successful operation for 14 years. The College's motto has always been '*Impact Through Education*' which signifies that at NorthGate a learner's education is to be functional; it is never solely about gaining national standards but about using the knowledge gained to have a positive impact on the world in which they live.

NorthGate is built upon a values-based system of education and is especially relevant in the globalised environment of the 21st century. It has a primary focus on building the internal core of an avid learner empowering them to reach their full potential while positioning them to stand strong against the affects of an ever changing world.

It is with this purpose in view that we propose to establish NorthGate in Porirua, Wellington to:

- provide a sound education using a values-based framework to generations of young people, so that they are motivated by purpose and empowered to fulfil their personal destiny.
- produce well-developed citizens with relevant knowledge, understanding, character and competence that will contribute to and positively impact their spheres.
- form links with parents and the wider community to create synergy for local and national transformation and global impact.
- express values such as integrity, honesty and transparency through modern and effective educational practices.

ii) what makes it unique and sets it apart from existing provision; and

NorthGate began in 1999 at St. Augustine, Trinidad and Tobago with 100 students but within a few short years the population grew to just below 300 students. The current curriculum not only offers a range of the usual academic material but goes beyond to include issues of character, manhood, womanhood and successful management of life in an age of globalisation. NorthGate currently operates in Trinidad, Kenya, Jamaica and more recently Zambia.

NorthGate's uniqueness has always been distinguished by the moral uprightness and discipline of its students. NorthGate students are recognised by their sense of purpose, confidence and their willingness to challenge the status quo while respecting authority structures. The national honours that NorthGate students have achieved in debate, sports and music throughout the school's history have also borne witness to the emphasis that the NorthGate process places on full human development.

Furthermore, NorthGate has been able to build an environment and culture that is able to take students from failing systems and affect not only an academic transformation but develop students of character and confidence who are aware of their individual purpose, worth and societal responsibility.

NorthGate's uniqueness is also seen in its vision and approaches, which seeks to build strong young people who know their identity and their potential through a values-based education. NorthGate focuses on building the whole person; academic

achievement is only a subset of a learner's identity development. Success to NorthGate is to:

- facilitate students into understanding their identity
- build students confidence and competence
- ensure they comprehend their relevance and role in society

As aforementioned, NorthGate is an expression of the non-profit organisation Congress WBN (C-WBN) in the sphere of education. The advantage of being part of a global organisation is that the philosophy of the school is consistent across diverse contexts through its global operations.

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

Through the connections to the global C-WBN, NorthGate has a very unique arrangement. Not only is it in operation in several different nations, but it also has access to the vast diversity, connections and resources in C-WBN. Some examples of C-WBN's values-based initiatives in its various sectors are outlined below as examples of what NorthGate learners will have access to through the course of their education:

1. **Education and Human Development:** The Education and Human Development (EHD) sector is responsible for the dissemination and delivery of values-based teaching through a variety of initiatives. Its flagship operations are the Breakthrough School of Ministry (BSM) and COLI, the C-WBN Online Learning Institute. There more than 50 BSMs operating in more than 20 countries. The focus of the EHD programs is not only to provide intellectual stimulation or academic enlightenment, but also to facilitate practical changes in the learner's attitudes, perspectives and understandings. EHD also seeks to penetrate national, ethnic, cultural, social and economic barriers and to connect people together in the sharing of knowledge and insight.

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

- Family Welfare and Community Health Project – Kenya
- Community Technological Empowerment Centre (C-TEC) – Jamaica
- Samaria Widows Project – Ethiopia
- Money Management for Youth (MMY) – United Kingdom
- Youth Development Services – Trinidad and Tobago.

3. **Congress Corporate:** The Congress Corporate (CC) sector promotes a new standard for business through training and mentoring business leaders with a focus on global networking and developing alternative economic concepts. Congress

Congress believes there is more to business than simply profit or loss, it's about building in a larger context. In a world where some of the largest economies are business entities, Congress Corporate advocates that businesses play a vital leadership role in not only economic, but also human development on a global scale. A Congress Corporate development team is currently established in New Zealand.

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

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

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

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

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

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

NorthGate is part of the C-WBN's Global Education Initiative and an icon for the C-WBN's ability to speak to and offer value to the youth of the nations. The philosophy of Northgate has also been tested and applied in youth development initiatives through its key sponsor, Davidic Centre.

Davidic Centre

Davidic-Centre is a faith-based church in Wellington. Davidic Centre was established in 28 June 1997 as Living Waters Church Trust. In October 2006 the name was changed to Davidic Centre and made official on 13 October 2010.

Davidic Centre has multiple interfaces with every strata of society. In the last 10 years, Davidic Centre has coordinated ethical initiatives in the across New Zealand and Oceania. This has included values-based education, youth development, leadership training and consulting.

Since 1997 Davidic Centre has facilitated youth development initiatives in the Wellington area and the Pacific, including holiday programmes, camps, and leadership and community development programmes, such as:

- Designing a mentoring programme in Wellington College for Māori and Pasifika students. The aim of these sessions is to empower young men to create pathways for others by becoming models and examples of ethical standards.
- Designing, implementing and facilitating annual leadership development and personal empowerment camps in Oceania (with youth representing New Zealand, Australia, Fiji, Vanuatu, Solomon Islands, Tuvalu, Samoa, Tonga and New Caledonia). The most recent camp in April 2013, Suva, Fiji, saw the Ministry of Education authorising prefects from 8 local schools with a number of representatives from the two universities in Fiji to attend.
- A Young Professional's programme for the Regional Assistance Mission for Solomon Islands (RAMSI). This was a proposal designed to develop future leaders that would impact Government, Business and Social sectors in a society.
- Leadership and Sustainability seminars in Tuvalu. Seminars have been conducted focussing on the required leadership for sustainable development in Tuvalu. These seminars and workshops will be on going.
- Flood relief assistance for the community in Wainibuka, Fiji during the 2009 floods.

iii) how it will enable improved student engagement and achievement;

The aim of our school is to guide our learners holistically into being fully functional and contributing members of community life and society in general. By focussing on the building of the learner holistically and not just on an academic basis, this empowers the learners to be able to define what it means to be successful, whatever context they come from – Maori, Pasifika, low socio-economic.

The NorthGate curriculum is based on the “seed to tree” model, which is deliberately built for the holistic development of the learners. The environment is primarily facilitated through the NorthGate staff, in partnership with families and the wider community. We acknowledge that sustainable development of learners cannot be achieved without the support of these core structures.

The foundation of the core structures (staff, parents and the community) flows into the development streams of the curriculum. The six development streams are outlined further in the Education Plan. They are:

Stream	Name	Purpose
1	Ethical Values	To provide an overarching framework for all the other streams
2	Creative and Critical	To generate a habit of consideration, which goes beyond what is apparent, foster the confidence to express ideas and opinion and to develop the capacity to analyse any given situation and articulate a considered response
3	Local and Global Context	To understand their placement and significance of their lives within the local community and global environment
4	Wellbeing	To build the whole child – body, soul and spirit
5	Leadership and Governance	To develop leadership and governance in the learners, starting with the leadership and governance of their own lives
6	Information Communication and Technology & Innovation/ Entrepreneurship	To build competency and understanding in technology and innovation that will equip learners for future

This model focuses on the holistic development of the learner from the inside out through creating an environment that allows learners to:

- Embrace diversity
- Be free to learn and discover
- Relate to others with trust, acceptance and respect
- Feel valued and be listened to
- Develop greater awareness of their environment
- Embrace a culture of sharing

The model is detailed further in the Educational Plan.

b) defines the schools performance objectives and how these will be achieved and measured;

- 1) To provide a sound education using a values-based framework to generations of young people, so that they are motivated by purpose and empowered to fulfil their personal destiny.**

Goal: *Staff and learners uphold and accurately represent the core values of NorthGate.*

Measures:

- Staff and learners observe, rehearse and maintain the core values of NorthGate.
- Staff actively participate in all professional and character development offered by NorthGate as part of their on-going learning and development pathway.
- Staff actively implements all responsibilities from a clear understanding of the core values of NorthGate.

Goal: *Learners exhibit a growing understanding of the core values of NorthGate.*

Measures:

- Staff will clearly track and articulate the personal impacts and development processes of the learners.
- Staff will evaluate and assess the individual learner's learning and development process for the purpose of ensuring full alignment to NorthGate's values and learner expectations.

Goal: *Staff and learners partner together to actively engineer a high level-learning environment.*

Measures:

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

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

Goal: *Every learner will graduate with a developed trajectory plan.*

Measures:

- Learners providing evidence of tracking their process throughout their school years.
- Learners presenting to the faculty, alumni and current learners their five-year trajectory plan.

Goal: *85% of all NorthGate learners will be competent and proficient readers, writers, listeners and speakers in the English language.*

Measures:

- Staff will implement regular assessment of learners' competency and proficiency levels in the relevant areas.

Goal: *85% of all NorthGate will be competent and proficient in numeracy.*

Measures:

- Staff will implement regular assessment of learners' competency and proficiency levels in this area.

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

Measures:

- Monthly, quarterly, half-yearly, annual reports are submitted on time.
- Produce and implement stringent accounting policies and procedures.

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

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

Measures:

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

Goal: *Learners will demonstrate their understanding of globalisation and its implications on human development.*

Measures:

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

4) To express values such as integrity, honesty and transparency through modern and effective educational practices.

Goal: *All staff, learners and whānau will be encouraged to actively discover their passion and purpose.*

Measures:

- Staff will consistently build and evaluate best practice for modern and effective teaching.
- All staff, learners and parents will acknowledge and celebrate the corporate developmental transition of the learners and the school.

c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and

We are proposing to establish NorthGate in Porirua Central for the following reasons:

- It provides a central catchment area for the Northern, Eastern and Western wards of Porirua. This would be a central location, both for parents working in Porirua and parents wanting to drop off children at school on the way to the city.
- The location naturally captures the three priority groups that our school is looking to cater for – Maori, Pasifika and low socio-economic.
- It provides easy access to local attractions and learning opportunities, such as industrial areas, art galleries, and the natural environment.
- Porirua Central will be an area of increasing growth over the next decade – a 13.5% growth in population is projected. This indicates that there will be more demand over time for a central location in Porirua.

For more information on the proposed location of the school, please refer to the Business Plan section.

We believe that the unique approaches that NorthGate offers are necessary in the area we're proposing. The NZDep2006 index of deprivation¹³ shows that Porirua City is more socio-economically deprived than New Zealand as a whole:

- one-fifth (20%) of Porirua residents lived in decile 1 areas (the 10% least deprived areas in the country)
- 30% lived in decile 10 areas (the 10% most deprived)
- 27% of the city's population lived in areas judged to be in the six deciles from 3 to 8.

Porirua City is more ethnically diverse than the country as a whole. At the 2006 Census¹:

- 57% of the city's population identified as 'European' / Pākehā (compared with 68% nationwide)
- 27% identified as Pacific Peoples (almost four times the national proportion of 7%)
- 21% identified as Māori (compared with 15% nationwide).

We know that these factors contribute to the quality of learners learning and we will provide a learning environment, which can counter-act the negatives associated with factors such as low socio-economic hardship, domestic violence and unemployment. Our point of difference is that our whole philosophy is based on developing the community through empowering young people, using values-based approaches. The Education Plan outlines how we will address the needs of learners in Porirua.

¹ <http://www.communityresponse.org.nz/documents/my-community/crm-forums/crm-forum-profiles/porirua-city-community-profile-february-2012.pdf>

d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

The key advantage of Davidic Centre's application is its alignment to the NorthGate College in Trinidad. NorthGate College has been able to build an environment and culture that is able to take learners from failing systems and effect not only an academic transformation but develop learners of character and confidence who are aware of their individual purpose, worth and societal responsibility. In July 2013 three representatives from Davidic Centre travelled to Trinidad to meet with the director and faculty of NorthGate College.

The success rates in external exams in Trinidad are stipulated below:

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

- Nationally – pass rate in Math [2009] 45%
- Nationally – pass rate in English [2004] 63%

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

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

NorthGate College pass rates

- Math [2011] 78%
- English [2011] 93%
- Math [2012] 77%
- English [2012] 89%

It is Davidic Centre's belief that we can achieve objectives of the Government of the day, but also build a generation with sustained ethical values.

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

NorthGate is committed to:

- Demonstrating exceptional understanding and application of responsibilities and duties.
- Exhibiting model behaviour that exemplifies the values and qualities of Congress WBN.
- Enhancing our community culture of co-ordination, collaboration, shared life and unity.
- Skilfully and in a highly reliable manner, stewarding all multiple and varied types of tasks and priorities.

6 EDUCATIONAL PLAN

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

- a) explain and provide evidence to support why you have chosen an alternative curriculum; and

We will be using the New Zealand Curriculum as a framework in correlation to our alternative NorthGate curriculum model.

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

Northgate model - Life of a Tree – will be used to form the framework of our facilitation. The NZ curriculum will be used throughout our model to compliment the learning experience for the NorthGate learners.

NorthGate is providing education to Year 1-6.

The NorthGate Model process places a great emphasis on personal development of which academic achievement is a sub-set. To this end the NorthGate Model is organic yet deliberate strategies are undertaken to ensure that the corporate student body emerges as a purpose-filled, confident community of adults skilled in every sphere of human endeavour with the capacity for global impact.

NorthGate Model – Life of a Tree

NorthGate uses the analogy of the life source of a tree to demonstrate the NorthGate Model. Inside this dynamic process are the two key components for development;

- Development phases
- Development streams

NorthGate perceive the phases and streams as a sequence of holistic learning development.

Seed to Tree analogy

From the analogy of the trajectory of evolutionary development of a seed to a mature tree, we have defined this process as, 'Seed to Tree'. There are different streams with specific development phases. This process has been identified as crucial for the overall growth and the wellbeing of the tree. The seed is planted into this 'fertile' ground, which has all the nutrients and resources to cultivate the seed into the tree.



The fertile ground represents an environment, which enables the seed of NorthGate to grow from infancy to maturity. The NorthGate faculty, parent's whānau and community create this environment. These three work together through integrated partnership and shared ownership to create an incubated environment to enable the seed to grow through the different development streams and phases.

The different streams refer to the six development streams of the NorthGate model. Inside the six development streams are phases of growth and maturity. This is where the organic yet deliberate strategies for learning are discovered.

The Six Development Streams are necessary tracks of development to produce a model NorthGate student. These streams are as follows:

SIX DEVELOPMENT STREAMS

Stream 1: Ethical Values
Stream 2: Creative and Critical
Stream 3: Local and Global Context

Stream 4: Wellbeing
Stream 5: Leadership and Governance
Stream 6: Information Communication and Technology & Innovation/ Entrepreneurship

Similar to the New Zealand Curriculum, our Northgate model is integrated. An integrated school culture and learning approach is key to the environment we build.

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

At the core of the NorthGate model is the philosophy to facilitate the learning rather than teach the learning. The term 'facilitate' means that the learner is supported by being given the liberty to explore and discover the learning through partnership. The dynamic nature of how the facilitator comes alongside the learner to steer and unfold the learning collaboratively is a central part of the dynamic nature of the learning experience.

SEED TO TREE OVERARCHING BUILDING PHASES

The NorthGate model recognises that the learner may be at different stages of development, in terms of their social, academic and physical abilities. Recognising these variances, NorthGate has identified four overarching building phases that each learner will be assessed against to assist the facilitators when designing strategies of engagement, based on where the learner is situated along the four phases.

The curriculum will be delivered over four overarching building phases at each year level according to their current stage of learning. We understand that any learner could occupy up to two Building Phases during transition time. Each year level will go from Phase One to Phase Four during their engagement at NorthGate. We understand that each learner is unique and will vary in their pace of developmental growth. Therefore, our seed to tree model focuses on the whole human development of the learners, which will enhance their competency in learning areas.

BUILDING PHASES

Phase One: Seed

Phase one refers to all new learners enrolled in NorthGate across all year levels that will be initially placed in the '**Seed**' phase. The purpose of initially placing all new learners into the 'seed' phase is so they are introduced to the NorthGate culture and values. This beginning phase is about presenting the vision of NorthGate and the commitment NorthGate has to each learner and their family. At this level we will identify the learner's current position in their learning journey, build trust with families and understand the aspirations for each learner.

Outcome for all year levels in the 'Seed' phase are:

- learners are able to identify their uniqueness
- learners are aware of their personal attitudes and behaviours
- learners understand and respect their background and history
- learners know how to build links with their families and culture
- learners form meaningful friendships at school
- learners are able to identify areas they are yet to develop
- learners are able to identify what shapes their world and how this influences their world view

Phases Two: Seedling

Phase two is where the learner explores and begins to connect ideas together to build their understanding of their context. They are encouraged to take risks, to try new things and to work things out on their own, with their peers and within the school community setting.

Outcome for all year levels in the 'Seedling' phase are:

- learners are empowered to identify and adjust their behaviours among their peers
- learners are able to realise their potential and identify personal interests
- learners beginning of realisation of true identity
- learners are more confident of who they are and how they fit in the bigger picture
- learners are able to make connections between separate components and see those components as part of a whole system.
- learners are able to muse, respond and communicate their thoughts more effectively with their peers

Phase Three: Budding

This phase the student sees their peers as critical to their school experience. The learners build trusting relationships with each other and their school leaders and facilitators, and discover and value the synergy achieved as they work together to achieve similar outcomes.

Outcome for all year levels in the 'Budding' phase are:

- learners are able to shape, develop and form a clearer understanding of their identity, while recognising the uniqueness of other learner
- learners confidently takes hold of opportunities presented to them, both in an individual and corporate setting
- learners are comfortable with taking risks as a result of knowing their personal measure and comfort level
- learners enjoy discovering new truths and building their knowledge base
- learners understand the value of setting goals and reaching them
- learners discover what and how to breakthrough their challenges

Phases Four: Tree

Phase four is representative of a learner who has attained a level of maturity in any given year. The learner is firmly established in their identity where they have a clear

sense of purpose about who they are (personal identity); what they are responsible for and how they can apply themselves consistently over a sustained period of time. The learners are now mentors and are given opportunities to extend and expand their leadership skills by contributing back into the school, family, local and global communities.

Outcome for all year levels in the 'Tree' phase are:

- learners are resourceful and contribute actively within the school community
- learners are mature and possess a heightened level of responsibility among their peers as well with the learners across all years
- learners can confidently describe their values; why they are important and how they relate to their personal expression
- learners are able to articulate their thinking to different audiences
- learners are actively involved in mentoring and supporting others
- learners proactively engage in the class environment, supporting the facilitators through dialogue, volunteering their ideas and supporting others
- learners are competent in their knowledge and how to apply it
- learners are very aware and can easily evaluate themselves and their environment
- learners have a quest to further expand and develop themselves
- learners are visionary and are able to describe and design steps to fulfill their vision

NorthGate Development Streams

Here are examples of how the developmental streams will be implemented at the Year level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stream 1: Ethical Values	<ul style="list-style-type: none"> Developing and beginning to describe ethical values of NorthGate and how these relate to yourself and others, within the context of family, school, social gatherings, through the medium of song, dance, story- telling & writing 			<ul style="list-style-type: none"> Describing and identifying the ethical values and interweaving these throughout the other streams Begin to evaluate the ethical values in a variety of scenarios 		<ul style="list-style-type: none"> Evaluate the ethical values in each Learning Stream Identify how they apply each ethical value and give reasons
Stream 2: Creative and Critical	<ul style="list-style-type: none"> Begin to generate a perception of how things work and go beyond what is apparent Foster the confidence to express ideas and give an opinion 			<ul style="list-style-type: none"> Begin to design, plan and implement an idea and follow it through Begin to evaluate and work independently or in collaboration with a group 		<ul style="list-style-type: none"> Critic a design that they have implemented Identify the process of their design Make informed decisions based from evaluation for future improvements
Stream 3: Local & Global context	<ul style="list-style-type: none"> Discovering and beginning to understand the meaning of local and global context in relation to their own world Beginning to Understand and participate in all of the NorthGate initiatives 			<ul style="list-style-type: none"> Beginning to articulate and form ideas of how they relate to their local and global context 		<ul style="list-style-type: none"> Developing deeper thought and consideration into how they are relevant to the local and global context Working competently in a group setting with others outside of their class, area, country. (Connecting with other NorthGate schools around the globe).
Stream 4: Leadership & Governanc e	<ul style="list-style-type: none"> Identifying and understanding the leadership structure of the NorthGate School. (For example naming who is the Director of the school, The Head Facilitator, Facilitators and what is their 			<ul style="list-style-type: none"> Identify examples of leadership from history, pioneers, well known ethical leaders (for example in the Bible; David, Joseph and Daniel)and governance, Describe how the example of ethical leadership are leaders Compare and contrast the governance systems in other countries. 		

	<ul style="list-style-type: none"> role) Describing the terms 'Leadership' and 'Governance' in their own words Displaying ownership and responsibilities of their learning in the classroom/school environment Displaying ownership and responsibilities of their participation in school initiatives 	
Stream 5: Information Communications Technology & Innovation/Entrepreneurship	<ul style="list-style-type: none"> Developing confidence and competence of ICT Technology equipment Discovering the scope of Innovations through using differing technologies Participating in entrepreneurship schemes in the school community and local & global areas (for example fundraising for sports equipment, local ECE center) 	<ul style="list-style-type: none"> Building competency skills in ICT – working towards gaining a ICT license Designing, planning, and organising entrepreneurship events in a group setting Evaluating their process of creating an entrepreneurship event
Stream 6: Wellbeing	<ul style="list-style-type: none"> Developing an awareness of what the spirit, body and soul are, in relation to themselves, their Whanau and their community Understand and demonstrate how to take care of themselves, how to ask for help, how to be a safe and constructive learner Describe in their own words why they need to be healthy 	<ul style="list-style-type: none"> Describing in their own words their identity as a NorthGate member Evaluate their own process through their e-portfolio using examples during their time in NorthGate

THE SIX DEVELOPMENT STREAMS

The Building Phases are core to the development of the learner and are woven through the Six Development Streams.

Across the different year levels, the facilitation team will have a high level of discernment to gauge the learners developmental stage and how best to set up the environment to allow the child to freely and creatively communicate their understanding of the different streams.

1. Ethical Values

The emphasis from Stream 1 provides an umbrella guideline for all the other streams. This means when any one stream is developed care is taken to consider the underlying philosophy, which is outlined in Stream 1 Ethical Values. For example the topic is 'endurance' using the character of Joseph in the bible. The value 'endurance' will be considered through all the other streams.

For example

Stream 4: Creative and Critical. How does being 'relevant' benefit us as a society?

Stream 3: Local & Global Context. What does relevancy look like in our local community?

Stream 5: Leadership and Governance. What does a relevant leader look like today?

This pedagogy is based on the impartational model of the Breakthrough School of Ministry, where leaders from local and global contexts would deliver the teachings. Following the teaching session is a time of whole-class discussion facilitated by the facilitation team. Students will capture in two streams:

- i. What they heard and learnt through the teaching
- ii. What this teaching means for their personal lives

2. Creative and Critical

The purpose of this stream is to generate a habit of consideration, which goes beyond what is apparent, foster the confidence to express ideas and opinion and to develop the capacity to analyse any given situation and articulate a considered response.

These are some examples:

- Problem solving e.g. riddles, group work, physical, scenarios/case studies, history
- Ethics (linked to above), building a moral compass
- Using Debating / public speaking / group presentations etc. as a method for students to express their ideas
- Music and art – both as a method for the above and building general competency

- Physics e.g. using woodwork and experiments
- Practical tools which teach students to create e.g. pottery, sewing, cooking, gardening (also empowering them to be self-sufficient)
- Take them out of the zoo and put them in the wild - learners are built to know how their environment works and how to engage in it. They are encouraged to explore its systems and use their developing knowledge, coupled with their creativity to achieve planned objectives within their contexts

3. Local and Global Context

The purpose of this stream is to understand their placement and the significance of their lives in the local community and see its far-reaching impact on a global scale. An example of this will be to develop a detailed knowledge of systems, how they work together, how all the parts of that system fit and function cohesively in a precise way, in order to achieve mutually desired outcomes.

Our students will connect globally with our educational networks across New Zealand, Oceania, the Pacific and all other continents across the globe, to reinforce the global reality of our children.

4. Wellbeing

The purpose of this stream is for learners to understand the health of the whole body spirit and mind. Every person is made up of a spirit, body and mind. The spirit is the core of every learner. It determines their primary motivations and attitudes of the minds. This in turn determines the actions of the body.

The overall well being of our learners begins with the core.

- Developing an awareness of what the spirit, body and soul are, in relation to themselves, their Whānau and their community
- Understand and demonstrate how to take care of themselves, how to ask for help, how to be a safe and constructive learner
- Describe in their own words why they need to be healthy
- Describing in their own words their identity as a NorthGate member
- Evaluate their own process through their e-portfolio using examples during their time in NorthGate

5. Leadership and Governance

At NorthGate, leadership and governance is primarily about our learner's ownership and responsibility for themselves and each other. This is paramount to this stream. It is not a position, but a perspective that you can exercise practically in daily life.

The key components for this stream are:

- **Ownership and responsibility**

- Example: gardening, cleaning the classroom
 - **Attitude of Excellence**
 - Example: give each learner a broom and ask him or her to sweep the floor. From there we evaluate, who does the job diligently and who is playing around.
 - For those who were playing around, we will gather them all and then show them what they did and get them to reflect on their leadership attitudes. In everything they do, we are teaching them who they are. We are teaching them while they are in motion.
 - **Character building (otherness)**
 - Example: Every year, we will give one apple to 3 kids and observe what they will do. We will ask them to evaluate on their motives. We expect that over the years they will mature from thinking about themselves towards sacrificing, or being creative for others.
 - **Knowing what is right and what is wrong / Confidence and boldness**
 - Debates and forums on current issues and world affairs
 - **Stillness**
 - Reflection time on how they are maturing in their leadership

Sight and Observation

Our learners will have focused times of learning with our network of local and global leaders. Our learners will observe their leaders in action, ask questions and understand their considerations. They will use their observations to help mature their own leadership capacity.

6. ICT Technology & Innovation/Entrepreneurship

The purpose of this stream is to empower and educate the students with knowledge through Technology. Technology is a primary enabler of globalisation and the free market. NorthGate will use Technology to explore new ways of education and connective to the wider world.

NorthGate will use innovation, locally customized, technology-based training and education solutions tailored specifically for the students. Examples include class projectors, computers, and tablets to help with a carefully crafted classroom-learning environment.

Programs are designed to provide new opportunities for the students to interact with, learn, and develop their knowledge of their wider context. Examples would include a school innovation day where students alongside parents and the wider community with the purpose to discover and invent something.

Teaching Approach

Our school's leaders, facilitators, parents, families and communities are the roots of our learners. As a team, they work together to build the strength of the child. Our 'teaching' approach reflects our philosophy.

For each class of twenty, the class will have a team of three or four facilitating them through their learning process. Together, this team reinforces the fact that it takes a coordinated team approach to build each child. Our school leaders and facilitators will always embody and model what we are building inside of our children.

The school leadership and facilitator is responsible for organising the appropriate family and community members so that together, we achieve the right 'mix' of facilitation.

Facilitation and delivery of the curriculum

We now have three dynamic components to our curriculum delivery:

- i. Building phases
- ii. Six streams of development
- iii. Team facilitation

Refer to the table above for an example of our teaching approach in practice.

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

Our teaching and delivery of the curriculum approach is carefully and strategically designed to reflect and empower each student to function according to their potential:

- Built by ethical values
- Creative and critical thinking
- Global citizen expressed within their local context
- Holistically well in spirit, mind and body
- Leader, governmental
- Highly technological, entrepreneurial

The environment empowers the learners and the staff to express their potential. It requires and freely enables all staff and students to reflect the values of personal integrity, responsibility, collaboration, mutual respect, creativity, accountability, and ownership of their development.

Everything the learners observe, learn, touch, smell, feel reflects and is an expression of who they are, it is the vision our school upholds. Please refer to purpose visions and goals.

NorthGate facilitators will be highly relational and personable for each learner. This enables each facilitator to gain the child's trust and liberates them to be freely guided and to express themselves through their learning.

NorthGate facilitators consider and manage each learner's unique learning experience, by observing the learners through discussions and activities. The evaluation and strategies will be based on our curriculum streams within each learners building phase. The achievement objectives of the appropriate curriculum area (NZC) and year level will be integrated into the learners learning and assessment processes.

The dynamism of the facilitation team is critical to this. Their seamless and collaborative team that works as one system reflect who our learners are and how

life works - their school, their families and their communities (both local and global) creatively work together to build the student's identity.

Our approach works for all learners, including our Priority Groups because it is a tailored approach that focuses on the unique individual while developing them within a visionary and highly transformational, connected environment.

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

N/A

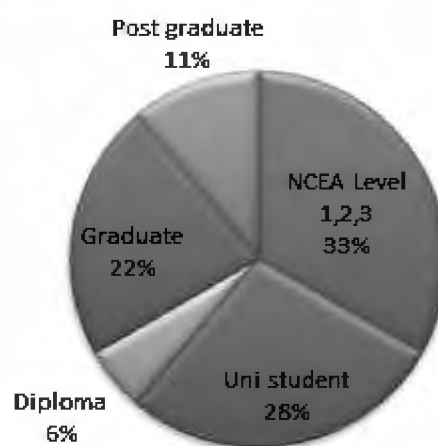
As we are a contributing primary school (years 0-6 in 1st year of operation, and will expand to full primary of years 0-8 in 2nd and 3rd years of operation. Secondary qualification would apply in the 6th year of operation when we will have our first intake of year 11 learners sitting NCEA level 1).

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

Our approach has been in operation since 2004 in the Davidic Centre environment. While this has not been an educational-based context, the structures, systems, coordination and quality of facilitation are the same.

Our evidence proves that when individuals go through a values-based, transformational process, over time, these will translate to outward expression and achievement. Our experience shows that being values-based, ensures that personal transformation and successful development is consistent at every age levels despite the differences in backgrounds, ethnicities and learning capabilities.

**DC Maori and Pacific Island educational
achievements
NCEA L1 to post-graduate level**



The graph shows the educational achievements of Davidic Centre's Maori and Pacific Island representation. These achievements signal the trajectory of our NorthGate learners.

We have further evidence from our founding NorthGate College in Trinidad and Tobago in the Caribbean in Question 2(f).

If Davidic Centre and NorthGate College evidence proves holistic achievement is inevitable, while physically being in the environment outside of school and work hours, we are confident that when our children and all NorthGate learners are entrenched in our NorthGate environment, the acceleration of this process and the achievement levels will be marked..

Our NorthGate learners can go to tertiary and career to be part of Global Leadership Interlink - Campus and Professional. This is one of the sectors of Congress-WBN. It emulates our six curriculum streams.

Our achievement is the establishment of our learners identity which will take them far beyond academic achievement;

We are building men who will go on to be fathers who will in turn teach their sons, business managers and family builders. The model is sustainable beyond their formal schooling experience. It will be with them for the rest of their lives and they become a source of hope and resource for their families and our communities.

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

- a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori**
www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and

a) Success to NorthGate Primary School is to facilitate learners into understanding their identity; to build learners confidence and competency; to ensure they comprehend their relevance and role in society. The aim of our school is to guide our learners holistically into being fully functional and contributing members of community life and society in general. This will be out worked through the six streams of NorthGate's developmental streams (this is outlined in question 3b). This building will be consistent through all learners from various cultural backgrounds, including Māori.

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

b) Once learners is fully aware of their identity, their potential and immersed into the culture of NorthGate they will be able to define what it means to be a successful Māori learners. This will become clearer as they move from phase to phase through the NorthGate developmental streams. When they are carefully guided with the support of their facilitators, peers, whānau, and other relevant agencies, together success for the Māori learners can be realistic and attainable.

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

- a) **plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon**
www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.asp
x ;

"...education should help learners to develop thoughtful and clarified identifications with their cultural communities, nation-states, and the global community. It also should enable them to acquire the knowledge, attitudes, and skills needed to act to make the nation and the world more democratic and just". (refer: 2004. James A Banks, in **The Education Reform. 'Teaching for Social Justice, Diversity & Citizenship in a Global World'**. Vol 68, Issue 4, p. 296)

What is unique to NorthGate are the underpinning ethical values in which the curriculum framework is based. The purpose is to build fully functional young leaders and emerging entrepreneurs in New Zealand. One of our strength's is the Global connections we have in Oceania. We have access to professional network and businesses in Vanuatu, Tuvalu, Fiji, Solomon Islands. NorthGate will have staff members, who are fluent Samoan speakers and also staff who are fluent in Tongan and Fijian. Staff at NorthGate are of Pasifika, Maori, Asian and European descent, who are successful professional staff members who grew up in the Wellington region and therefore are familiar with the concerns and primary barriers and needs of the area.

Staff have learned how to be successful learners, leaders, and positive contributors to society through mentorship, belonging, and functioning in a system that is value based. They are committed professionally trained teachers, experienced youth leaders, business owners, corporate managers, senior leaders in organisations and directors of companies.

NorthGate Pasifika learners will be at liberty to use their mother tongue in and outside the classroom. This practice would be encouraged. The learners mother tongue, songs, dance and essence of the Pasifika cultures will be implemented through participating in the local Kapokapo - Celebration of Matariki - performance; it will be used as topics of study and Inquiry learning. For example, in Development Stream 3: Local and Global Context; creative sessions that encourage awareness and harness the strengths of diversity in today's changing society?

- b) how the school will build its own Pasifika capability; and**
c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

The term *Partnership* needs to be clearly defined first, outworked and agreed upon by all parties who are genuinely invested in the success of all NorthGate students, otherwise it will not work.

The NorthGate framework tree shows parents/caregivers/community as part of the roots of the development of a learner who attends school. The analogy being that they play a pivotal role in their child's growth and success in school. In time, the roots swell and extend deeper into the earth ensuring a firmer and steadier base, which allows the tree to expand, grow and produce. This is the '*Partnership*,' NorthGate wants to express to parents/community. The deeper the investment they make into their child's education, the more valued, and supported and encouraged the child will

feel. Learners will see, feel and know learning is not only between themselves and a facilitator, it is amongst a unified body of investors whose purpose is to help nurture and grow a fully functional human being who understands that their life has meaning and value.

We can achieve this by breaking barriers; visiting parents at home or a public place they may feel more comfortable. Examples of this may include;

- Meeting at local café's in central Porirua,
- if they are unable to make parent interviews; sending school postcards home created by students with a positive/ encouraging comment about their child's attitude towards their learning;
- setting aside Friday afternoons 2-3pm for a family time (informal) to talk about their child in a less formal setting;
- offer literacy and numeracy workshops to support their child's learning at home;
- family hui nights to keep parents informed of what is happening in school;
- find out interests and talents of parents to share in class learning. E.g. a parent/elder who is a tattooist, can talk about patterns, symmetry, lines, reflection etc., a carver or a mother who can sew creative tivaevae designs and so on.

These are some of the ways we will ensure our Pasifika students success.

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

a) how the school will demonstrate inclusive practices;

Although NorthGate's priority groups are those of Maori, Pasifika and low socio-economic groups, our practices are inclusive of students with special needs also, should the need arise. We are prepared to assist special needs with sensory impairment and behavioural issues such as attention-span issues and being withdrawn or isolated. More severe physiological issues that are typically funded via the Ongoing resourcing Scheme is not our specific focus in the start-up years but resources can be sourced in future years.

As per our Wellbeing Stream our education focus is based on a holistic human development approach of developing the Identity of a child, which comprises of the spirit, body and soul. This is relevant for all students regardless of their ethnicity, socio-economic background, competency or disability. All our students will be encouraged to excel beyond personal barriers and limitations, as this is part of the NorthGate school ethos.

At NorthGate we want all our students to feel safe and confident to build relationships with their peers and facilitators. A key part of the ethos of NorthGate Primary is to create an environment, which is safe for all children to learn, participate and own their own personal educational journey. On practical level meetings with the

parents or caregiver of a special needs child are important to determine expectations of the parents and NorthGate.

Facilitators play an important role in creating a safe learning environment for our children and are expected to be acutely aware of the class dynamics and nuances and be able to assess the needs of each child. This means that on a very practical level our special needs children will have a Whanau Individual Education Plan (Whanau IEP). The Whanau IEP will be developed together with a specialist, teacher and parent, and other relevant agencies for the goals of the child whilst attending NorthGate Primary.

Facilitators are also responsible to set up the classroom with careful consideration of the class makeup. Careful consideration will be given to the classroom that a special needs student will be enrolled in.

b) how the school will build its capability to address the needs of students with special education needs; and

As mentioned in our response to question 10(a) we are in a position to assist children who have moderate special needs so for instance we will contact the Ministry of Education Physical Disability Service if we have children with behaviour and learning, hearing and vision concerns.

In terms of children who have high special needs, we are not in a position to support them immediately but we are aware that if it were the case, then in order to build our capability to address these needs we would connect with the relevant agencies and resources such as:

- Resourcing Scheme
- School High Health Needs fund
- Severe behaviour Service
- Communication service
- Resource Teacher: Learning and Behaviour

On-going

In terms of building our capability we see that providing professional development to our facilitators is vital so that not only are our facilitators equipped, but it leads to improved student outcomes for our children.

Working in special education is challenging and so we want our facilitators and children to have access to extra help, adapted programmes, learning environments and specialised equipment and materials to support them in their learning.

c) how partnerships with parents with students with special education needs are used to achieve education success.

As per our response in question 8 and 9 relating to partnerships and working with whānau, Māori and Pasifika communities- we are cognisant of the value this adds to the educational experience of our children. In question 10(a) we mentioned the use of Whānau/Aiga Individual Education Development Plans. This is a process engaging the partnership, ideals and values of parents.

We encourage parents to keep talk to us every fortnight for 10-15 minutes to discuss progress, or talk at parent- facilitator interviews, to read newsletters we send home, to talk to us about homework we set for our students, and basically to build a relationship and get to know their facilitators, senior facilitators and directors!

As per our model of engagement with communities, volunteers and consultants (refer to Organisation Plan), this is a high trust model of interaction and engagement with the local community. Inside of that partnership with parents is fundamental to the success of our student outcomes.

We will be encouraging all our students, including our special needs to participate in all events and activities as listed in question 14(b).

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

NorthGate's strategy is that will not operate a secondary school until.

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

N/A. NorthGate will not be operating an Early Childhood Education.

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

- a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**

a) Northgate believes that people are motivated by clear vision of the shapes of true reality. We will define the nature of success and relevancy to the perceived future which will provide motivation to journey toward that reality. There will be strategic steps at strategic levels where the progress and development is measured against the reality of the desired end for the students.

Learners will each have an e-portfolio/journal when they start NorthGate. This will contain the learners' personal evaluations of their own development, feedback and feed forward from facilitators, whānau, other relevant groups. Learners are able to keep a journal of their learning, reflect and evaluate their own developments, what they think are their next learning steps (this will be scaffolded for all our Junior learners), identify areas of success as well as areas that need to be developed in their NorthGate process. Learners will also be encouraged to be creative (another expression of the Creative stream) with their e-portfolio's. For example adding pictures, video clips of their learning, activities they have participated in, articles of interest, work they are proud of to display on their page.

This e-portfolio/journal follows the learners during their time at NorthGate. By the end of their schooling year, they will have their own record of their learning journey at NorthGate.

(New Entrant - Y1- Y3) 6 year net, diagnostic testing, formative and summative, conferencing interviews, observations, anecdotal notes, filming/audio recordings, running records, NumPA, group work, independent work.

(Year 4-6) STAR tests, e-asTTle reading, writing, PAT- listening, maths, Gloss, burt (for our low end achievers) - reading, vocabulary, ICan - maths, anecdotal notes, authorised recordings - audio & video, peer assessments, learners self assessments, facilitators observations, group project evaluations.

b) how assessment and/or aromatawai will be used to tailor instruction.

All of the above assessments will be used to consider an overall assessment of the learners development. The overall assessment of our learners will not be made by a single facilitator, it will require input and discussion from other faculty members, whānau members and voluntary community helpers.

Parents or Guardian will be given evaluation form every once a month in order to track the learners growth and development.

Some of the assessment considerations could be around the areas;

- how are they learning at home?
- Does it parallel with their school life?

Thus making a well-informed assessment of our learners in all areas of their learning and development against the National Standards.

Written reports will be sent out at the middle and end of year to parents/caregivers informing them of where their child is at in relation to the National standards, what the next development steps are and how parents can support them at home.

14. Explain how your school will:

a) work with students, parents, families/whānau and community to promote high attendance levels

We initiate this through our school faculty modelling high attendance and “first being examples” of expectations for our learners. The culture of NorthGate includes shared ownership and personal responsibility. Faculty are encouraged and trained to manage the many parts of their world in order to maximise their consistency and reliability.

The learners, families and NorthGate faculty are together all going ‘North’. This means a certain level of response and commitment is required from parents and families when engaging NorthGate. This will be made clear through the enrolment process

We expect that our learners will develop deep self-motivation to come to school because they see the relevance and value of what they are learning, and how this applies to their day-to-day lives. The NorthGate environment, process and culture encourages buy in from the learners. This is another powerful strategy of engaging high learners attendance levels.

Our Attendance Policy will be written up for parent’s awareness and knowledge of what is expected if absences are recurring.

Frequent reports and communications will be sent through to parents and families to show the child's learning progress, which will include their attendance rate also.

See 14(b) for detail on school-family partnerships.

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

NorthGate values relationships and this is crucial to family-school partnerships. We understand families represent an imperative component of the NorthGate model. An open and trusting relationship between our school and the families is imperative for the achievement of the learners.

The significance we place on this partnership is reflected in parents being part of the facilitation team.

NorthGate will provide an environment where parents and families will feel as home as they are in their own living room. The NorthGate culture permeates 'welcome'. It is inclusive; genuinely interested in people's thoughts and who they are as people first. Building trust and mutual understanding is primary to building a strong family-school partnership that will strengthen learning, communication and feel they belong.

We recognise some parents may have had negative experiences at school, lack confidence to speak with staff, or be embarrassed at how their child has not been achieving in the past. Making them feel safe and welcome, along with an imperative component of a learner's success is a key objective for our building with them.

NorthGate offers Impact Learning Groups that are smaller groups of families and volunteers. The intent is to not only develop our learners, but families too. In these groups all members work together to break down concepts, ideas and progression of the seed to tree learning, the six streams of development and the New Zealand Curriculum. They break this down into creative and relevant ways for the whole family to enjoy; leave empowered in ownership, knowledge and understanding and also enlarged in mutual friendship and trust. The Impact Learning Groups encourage co-facilitation in which school facilitators, parents and community members will facilitate. These will be held every three to four weeks.

One of NorthGate's proverbs is "If one learner fails we all fail". This puts the ownership on all of us collectively to be responsible for every child's learning. The children in Year 1 are not the responsibility of the Year 1 facilitation team alone. Instead every member of the facilitation team owns the school and all the children in it. This eliminates competition. This is the culture we want to export into the parents and surrounding communities.

Strategies and Initiatives to build relationships with parents:

- Parents are members of the NorthGate facilitation team
- Impact Learning Groups
- Educationally focused groups for parents education based on the six streams of development
- Regular discussion times at a place conducive for parents to engage, particularly in the earlier years at NorthGate, e.g. their homes, cafes, parks. As the years progress, we will strategically be moving towards holding these discussions in the school premises. By that time, parents will feel confident to be in a school environment. Priority will be listening to the parents, and working together to ensure their understanding of their child's seed to tree process including national standards as part of their overall human development.
- Community Days - this is a day for parents, children and educators to join in on the fun together doing various activities that target everyone's Well Being. The Well-Being development stream is the basis for these days.
- Prize Giving and Open Assemblies will be opportunities to assist the faculty team in rewarding and recognising achievement.
- NorthGate Celebrating Achievement days: all learners from NG learners, facilitators, community, whānau participate in these here, the whole school will celebrate the end of a learning cycle. These will be held four to five times a year.
- Prize Giving, open assemblies for the community to attend, parent and teacher interviews, School Gala's, celebrating parent/community volunteer day!
- Mediums of Communication with Parents.
- Parental surveys sent home to get feedback from parents about improving our communication between home and school.
- Skype, Zoom, Facebook, School Blog page - keeping our community informed of what is happening in the school community.

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

As a key component to our school's building process, NorthGate will offer our parents and community various information and training based on the Six Streams of Development. These will be tailored to be relevant for our parent's contexts.

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

See Questions 14B and 14 C.

In addition to this, letters and hard copy newsletters may need to be sent to parents, whānau and community who prefer this mode of communication.

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

NorthGate will build symbiotic relationships with the local agencies and organisations that develop and nurture the learners who attend our school.

- *Pacific Business Trust* – this trust provides economic development services for Pacific Businesses and Business People within New Zealand. This strategic relationship with the Trust will assist in building the curriculum streams of: Technology, Innovation, Entrepreneurship, leadership and governance, local and global contexts, creative and critical thinking. Our learners will see themselves as pioneers, business-minded with a responsibility to their communities.
- *Local Pasifika schools and churches* – in 2014 the Ministry of Education organised “Power Up” stations targeted at secondary learners sitting NCEA. While we are a primary context, we see these schools and communities as strategic community and educational groups to work together with.
- *Shine – The Porirua Education Initiative* – It’s mission is for the “community to come together, realising the potential of young people of the Porirua basin and enabling them to improve their educational outcomes.” This local organisation shares a similar ethos to that of NorthGate.
- *Porirua City Council* - Mayor of Porirua Nick Leggat has been part of our recent youth development initiatives. This strategic relationship with the local council will assist in building the curriculum streams of: leadership and governance, local and global contexts, creative and critical thinking.

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

NorthGate is part of a global conglomerate of networks and connections, which creates a sense of vastness to our local school. For us, this means rich and diverse experiences on many levels – political, social, economic, cultural, leadership, business and community development. These are all expressed through our six curriculum streams.

The networks comprise of:

- Established NorthGate schools in Trinidad and Tobago, Jamaica and one soon to be established in Kenya. This is a wide resource pool of teaching practice, professional development and cultural diversity that would enrich our own practice and learning opportunities for our learners.
- Our organisational connections across Oceania comprises of working relationships including, but not limited to the education sectors within Fiji, Solomon Islands, Vanuatu, Fiji, Papua New Guinea, Australian and New Zealand. We also have other connections with Samoa and Tonga.
- Māori leaders within our network with Iwi connections to the local Ngati Toa.
- Global networks through the Congress WBN’s sector Global Leadership Interlink (GLI), which has over 50 chapters globally. Through this we have access to a rich cultural diversity of hundreds of tertiary learners and graduates who are templates and models of a successful NorthGate process.

- Victoria University of Wellington's Pasifika Unit – [REDACTED]
s 9(2)(a) OIA, s 9(2)(b)(ii) OIA [REDACTED]
- Our Faculty comprises of Business owners and consultants focused on: Ethical Leadership, Organisational Change Management, Architectural design and consultancy, Financial Advisors, Health enhancing products and public servants.

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

NorthGate will utilise local resources as a community outreach strategy in order to achieve the objectives of our philosophy. These are some examples of external providers that may be used;

- Specialists in swimming instructors. Pasifika and Māori have the highest statistics of NZ drowning. We must ensure the appropriate capability for our children.
- Recruiting a Māori Cultural Advisor to facilitate a discussion on Tikanga Māori and run the poly club e.g. [REDACTED] s 9(2)(a) OIA
- Recruiting a Pasifika Cultural Advisor to facilitate a discussion on various Pasifika cultures and its relevance within the 21st century. The selected advisor would facilitate other various learning experiences that enhance the relevant learning stream.
- Music classes – occasionally invite a consultant or community worker to run a jamming session/choir practice/singing lessons.

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

a) the daily hours of operation;

Time	Description
9am	School begins
9am – 1030am	Learning/class time
1030am – 1050am	Morning interval
1050am – 1230pm	Learning/class time
1230pm – 120pm	Lunch time
120pm – 3pm	Learning/class time

Fridays from 2-3pm will be set up for family time. The objective of this time is to;

- provide an opportunity for parents/caregivers to meet with faculty members
- build relationships,
- ask questions about the classroom,
- the process and progress of their child,
- discuss any concerns they have,
- meet other parents of the NorthGate community,
- begin to develop a parent network establishing parental support for the school community over the first year of operation.

We also have initiatives for building with parents – refer to question 14(b).

b) indicative student timetables; and

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 10.30	Register, Notices, Admin 9.00 – 9.15 Whole School Assembly 9.10 – 9.40 Maths 9.40 – 10.30	Oral Language 9.10 – 9.40 Maths 9.40 – 10.30	 Maths 9.40 – 10.30	 Maths 9.40 – 10.30	Whole School Singing/Dancing 9.00 – 9.40 Maths 9.40 – 10.30
Break 10.30 – 10.50					
10.50 – 12.30	Literacy: Reading 10.55 – 11.45am Writing 11.45 – 12.30pm	Teacher Read (Class) Writing 11.50-12.30			Languages 11-11:45 (Te Reo) Inquiry Learning 11:45-12:30 Journal/Diary/E-Portfolio's capture so far.
Lunch 12.30 – 1.20					

1.20 – 2.00	Register, Thinking Keys 1:20 – 1:45pm Library 1.45-2.00pm	Inquiry Learning	Enrichment (Dance)	Inquiry Learning	Circle Time/Whole School Sport – alternate weeks.
2.00 – 3.00	ICT 2.10-2.50pm Homework, debrief/notices	Inquiry Learning	Enrichment (Dance)	P.E Skills	Family Time 2.00 -3.00pm

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

NorthGate – (Proposed) Calendar 2015

Mon 26/01	TOD (Teacher Only Days Professional Development)
28/01	Orientation for faculty taken by the School's Board
26/01: 9 - 4pm	NorthGate Staff meeting with Director/Management Team of school (Part 1)
27/01: 9 - 4pm	NGPS Staff meeting with Director/Management Team of school (Part 2)
28/01: 9 - 4pm	NorthGate Staff planning for the term, upcoming events, notices, class lists, room allocations, curriculum budgets, class budgets, staff handbook, learners profiles, How to folder (NorthGate – Operational folder), Staff Meeting days, Professional Development days eg curriculum training, roles of responsibilities, duty times etc
29/01-30/01:	Classroom Preparations

Term 1, 2/02-2/04

Week	Date	Event
1	2/02 Mon	School Starts – Welcome to NorthGate students, parents, community (NorthGate open day celebration)
	6/02 Fri	Waitangi Day (School Closed)
2	10/02 Tues	Assessment/Evaluation Week (assess where students are at against National Standards)

3	17/02 Tues	Evaluation Week (continue)
4	25/02- 26/02 Wed, Thur	Meeting the parents (face to face meeting to talk about where their child is at, set goals, find out concerns and get to know parents) <i>Possible Community Day/Evenings?</i>
5	3/03 Tues	Teacher Planning Check for Term 1
6	13/03 Fri	Whole School Athletics Day
7	16/03 Mon	Staff Meeting - Overview for Term 2
8	27/03 Fri (whole Day or Half Day)	Celebration of 'Belonging' Whole school Inquiry Learning. Invite NorthGate community to participate in classes sharing what they learned about 'Belonging'
9	2/04 Thurs	Last day of Term 1, Final Assembly of Term 1 - finish at 2pm

(N.B Board meeting with parents and communities are not yet scheduled in. Extra curricula activities Terms 1-4 Sports, Science Fairs, BP Challenge Competitions will be included at a later date.)

TOD (Teacher Only Day) Wed 18/04 – 19/04 Review, evaluation of Term 1, Planning & Prep for Term 2.

Term 2, 20/04 – 3/07

Week	Date	Event
1	20/04 Mon	Term 2 School Starts
2	27/04 Mon 28/04 Tues	Anzac Day (School Closed) School Resumes
3		
4	14/05 Thurs	NGPS Community Day (Evening?)
5	18/05 Tues	Teacher Planning Check for Term 2

6		
7	1/06 Mon 2/06 Tues	Queen's Birthday (School Closed) Staff Meeting - Overview for Term 3 Student Assessment/Evaluations Week
8	8/06 Tues	Student Assessment/Evaluations Week continue...
9	16/06 Tues	
10	23/06 Mon	Written Report Drafts to Management
11	23/07 Tues	
12	3/07 Fri	Mid-Year Written Reports sent out Last Day of Term 2, Final Assembly of Term 2 – finish at 2pm

TOD (Teacher Only Day) Wed 15/07– 16/07 Review, evaluation of Term 2, Planning & Prep for Term 3.

Term 3, 20/07 – 25/09

Week	Date	Event
1	20/07 Mon	Term 3 School Starts
2	27/07	
3	3/08	
4	10/08	
5	18/08 Tues	Teacher Planning Check for Term 3
6	24/08	Student Assessment/Evaluations Week
7	31/08 Mon	Staff Meeting - Overview for Term 4 Student Assessment/Evaluations Week continue...
8	9/09-10/09 Wed & Thurs	Parent Interviews – Student's Progress and developments
9	15/09 Tues	Celebration of Developments

10	25/09 Fri	Last Day of Term 3, Final Assembly of Term 3 – finish at 2pm
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TOD (Teacher Only Day) Wed 7/10– 8/10 Review, evaluation of Term 3, Planning & Prep for Term 4.

Term 4, 12/10 – 16/12, 17/12 or 18/12 (depending on half days adding to 386 half school days)

Week	Date	Event
1	12/10 Mon	Term 4 School Starts
2	19/10	
3	26/10 Mon 27/10 Tues	Labour Day (School Closed) School Resumes
4		
5	10/11 Tues	Teacher Planning Check for Term 4
6	17/11 Mon	Student Assessment/Evaluations Week
7	23/11 Mon	Student Assessment/Evaluations Week continue... Staff Meeting - Overview for Term 1, 2016
8	31/11 Mon	Written Report Draft to Management
9	7/12	
10	15/12 17/12 18/12 (TBC)	Whole School Trip - Picnic Celebration of All Students Developments – (Possible Graduation for Y6 Students to Intermediate School). End of Year Written Reports to go out Last Day of Term 4, Final Assembly of Term 4 – finish at 2pm

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

The school's philosophy is based upon the values of 'respect' and honouring. These values are extracted out of the full commitment to process and productivity. Northgate fosters the culture of corporate ownership, belonging and inclusivity. The students' comprehension of their individual success being fully defined by a

corporate well being will aid the development of these students and will also help us to strategise the creative disciplinary measures that will encourage them. As per our experience at Davidic Centre, we are confident that students of NorthGate will be honourable and respectful learners. Any discipline will be firm and yet designed to foster relationship and accountability. Therefore in terms of their;

General Conduct

- Students are to allow teachers the right-of-way on stairs, in corridors or when entering or leaving a room.
- Physical assault or verbal abuse is not acceptable methods of conflict resolution. Our male empowerment programs will help shape some behaviour.
- Students that habitually transgress will go through a redemptive course of disciplines in the view of restoration until there is absolutely nothing can change the student, then suspension and ultimately expulsion may have to be enforced.
- Dishonesty, insolence, foul language, will not be tolerated and habitual transgressors will also go through redemptive process of discipline.

Open Recognition of Demonstrated Character

Corporate morning assembly in which all members of the NorthGate community are required to participate, is the most visible forum for regular discussion and creative demonstration of practical issues of character.

The Monthly Commendation Assembly and End of Term Ceremonies recognize, honour and award, not only academic or co-curricular excellence, but also consistently manifest nobility of character.

Instances of lapses in character are dealt with in an ethically prescribed manner:

- i. private reprimand, which may include parental presence,
- ii. reprimand with a facilitator and the head facilitator present
- iii. open reprimand from a NorthGate facilitator
- iv. ultimately, given the severity of the instance, expulsion from the NorthGate community.

In all instances cited above the focus of the reprimand is to provoke permanent adjustment and restoration of character.

Discipline

The purpose of school rules is to provide an orderly and harmonious environment for all members of the NorthGate 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.

NorthGate 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

20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

The student philosophy regarding behaviour is summarised in the NorthGate Wellington for Parents and Students in the Student's Handbook, 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 NorthGate. The purpose of school rules is to provide an orderly and harmonious environment for all members of the NorthGate community and so help all learners 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 NorthGate, 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, and use of foul language, sexual activity, or membership of gangs.

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

Professional development for the faculty is important to the development of the specific culture built in NorthGate School.

- Professional development will include:
- Ethical Leadership development
- Identified curriculum needs e.g. literacy and numeracy
- Personal goal setting and review
- Identify an annual plan for success
- Internal review by colleagues
- Personal Research and reading of resources
- Learning to appreciate the importance of technology

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

Raising the skills and competencies of our staff through professional development means that they are better equipped to provide a holistic education experience for students.

- Assessments for students help to identify their learning needs and this indicates to us whether we need more resources or whether to up skill our own staff/ or outsource to meet the need
- Facilitator's honest personal assessments mean we can identify their strengths and weaknesses that could be impacting on student outcomes. Because cultural competency is a must in NorthGate, we know that we will have to invest in building this capability within our staff as our priority groups are Māori, Pasifika and from low socio economic.
- monitoring or evaluation of facilitators - aware of the learning needs of the facilitator needs
- senior facilitator feeding up to director - here are the issues - chairman discern the package for development
- concerned for the facilitators wellbeing

b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

Non-registered staff or assistant facilitators in our case are critical components of NorthGate. They will be supported in the following ways:

- Workshops for curriculum learning areas such as English language learners
- Implementation of an annual development plan including one on one mentor and coaching sessions with the Head Facilitator, Director and Chairman
- Quarterly meets with other facilitators and faculty members of NorthGate schools in Trinidad, Jamaica, and Kenya
- Leadership development initiatives with the Chairman e.g. training sessions
- Quarterly assessment and evaluation of teaching achievement for continued improvement of the facilitators and the operations of the school

c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

Professional development will enable the school to meet the needs of the priority students through:

- Empowering the facilitators to empower the students

- We are examples first
- Encouraging the culture of excellence
- Appraisal and Evaluation for facilitators
- Professional development provided in identified areas of needing strength

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

At NorthGate what qualifies a teacher more so than their academic achievement is their passion and drive to build young people. We see there will be many avenues for on the job training such as shadowing registered teachers (facilitators) and taking part in the practical learning of NorthGate students e.g. setting the environment, facilitating a sub set of the class during reading time, sport time etc.

The experiences we will be looking for in non-registered teachers (facilitators) are as follows:

- Youth leaders
- Holiday Programme volunteers
- Scout leaders
- Teacher Aides
- Those who are studying towards completion of their teaching degree
- Those who have degrees or high level qualification I specific subject matters

Skills include:

- Ability to break down concepts using practical examples and analogies
- Demonstrable ability to relate to young learners
- Ability to supervise a classroom environment
- Ability to adhere to the NorthGate values
- Ability to act with initiative with wisdom
- Flexibility and versatility
- Ability to transfer knowledge and empower others

The day-to-day operation of the school will include:

- Greet and Farewell parents and families
- Student assemblies
- Emergency drills
- Excursion supervision
- Road patrol
- Organising resources
- Working with individual or group students
- One to one reading, math's
- Making resources
- Collating research and information

7 BUSINESS PLAN

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

a) Governance;

The Governance structure of the NorthGate Governance Board (NorthGate Governance Board) will consist of the following:

- Chairman – [REDACTED]
- Director – [REDACTED] s 9(2)(a) OIA
- Head Facilitator – [REDACTED]
- Two NorthGate community members
- One parent representative
- One learner representative (First representative in 2018 from a Year 8 learner)

The Director of the School and the Head Facilitator are the key links between the NorthGate Board and the management and operational aspects of the school. This allows a seamless flow of the high-level objectives and vision to tangible and measurable outcomes inside of the classroom, the school environment and in the wider NorthGate community.

b) Management;

The Director of the School and the Head Facilitator form the core of the management of NorthGate and work closely with the facilitation staff to ensure the purpose and vision of NorthGate is realised at every level of the school. This core team will work in close collaboration with the facilitation staff and manage all resources accordingly to ensure the intent and goals of the curriculum are realised without compromise. The management structure of NorthGate acts as an aid for all staff but has within it the ability to flex and change as and when required to ensure the integrity of the NorthGate philosophy in all activities within the school.

This core team, in collaboration with the NorthGate Board, is responsible for the professional development training modules for the NorthGate staff and community. The core team when required runs these.

c) Administration; and

The core management team, the Director and the Head Facilitator are supported by the head administrator to ensure all communications and resources are readily accessible by the facilitation staff and the wider NorthGate community.

d) Subcontract arrangements (if applicable).

Not required.

Refer to Appendix 7.1 for the chart form of the NorthGate Governance structure.

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

Collaborative Partnerships

One of the founding principles of NorthGate is shared ownership. It is of great benefit to the NorthGate learner to have a strong and cooperative relationship between the, parents/guardians and the community. Parents are encouraged and called upon to participate, and involve themselves in the NorthGate process. This takes the form of supporting the values of the school within the home, re-enforcing school rules, sharing practical aspects of their own work life and journey with the student body (e.g. parents in certain vocations being guest speakers to the students), and monetary or in kind donations.

Beyond the involvement of parents and guardians, NorthGate also draws on the expertise and participation of the wider community. This includes businesses, community action groups, sports and cultural groups.

Parent representatives on the board are highly encouraged and NorthGate will have one parent representative. Student representation will have open access to school management, and will be invited to participate in selected discussions and meetings. There will also be one student representative on the NorthGate Board.

Student Involvement - Strategic Leadership Development

The NorthGate environment places deliberate and systematic emphasis on leadership development. Staff members consciously seek to identify leadership potential in learners 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 and the ability to relate to others. The responsibility of the student body to respect their student leaders is emphasised and enforced.

Furthermore, other methodologies we will incorporate to ensure collaborative partnership amongst all stakeholders of the school are:

- Having our policies and procedures for the running of NorthGate school be visible (print out copies as well as soft copies available on line), and encourage all stakeholders to view and forward any considerations and amendments.
- Frequent surveys sent to all stakeholders for feedback on the operations of NorthGate

25. Provide two detailed implementation plans covering:

- a) the period from gaining approval to the opening of the school.
- b) the period from the opening of the school to the end of the first year.

Refer to Attachment 1 - Implementation plan 2014 and 2015

26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

- a) Financial forecast (budget)**
- b) Balance sheet**
- c) Student Roll**
- d) Staffing levels**

Refer to Attachment 2 - NorthGate School forecast, based on the workbook provided in the RFA for completion.

27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- a) what you propose this funding will be used to provide; and**

Any extra funding that Northgate will receive above and beyond that provided by the Crown, whether from local businesses and community etc will be used on a priority and needs basis. This includes, but is not limited to, set-up costs, acquisition or renovations of an existing building, purchase of curriculum resources etc. Funding from these sources will be utilised first before the use of monies from the Crown. All funds received for NorthGate will be fully disclosed.

- b) the relationship between the school and the funder.**

The relationship between the school and the funders will be two fold i.e. direct and indirect. Direct funders are businesses that the sponsor, Davidic Centre, have a direct affiliation with which s 9(2)(b)(ii) OIA

The services that these businesses offer range from architectural design, human resource management, financial planning, accountancy and educational advice. Other indirect funders which are yet to be confirmed will be sought from local businesses, community, and sponsors.

28. Outline your proposed:

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

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.

Examples of policies that will be developed, but are not limited to, 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; and

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.

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

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

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

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.

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

29. Outline your proposed facilities, including:

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

NorthGate will lease an appropriate facility that is in the Porirua centre vicinity, for a period of at least six years with rights of renewal. The terms of the tenancy arrangement not only will coincide with the term of the Ministry's contract with a Partnership School, but will allow NorthGate to operate and execute our planned curriculum and community wide initiatives within the selected facility. NorthGate will, in some cases, occupy the facility from early morning till the evenings for these purposes and so shall the terms of the tenancy will allow for the proper functioning of NorthGate.

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

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

We are in the process of identifying a suitable facility in the Porirua Central area. This area is key for NorthGate as it provides a central catchment area for the Northern, Eastern and Western wards of Porirua. The central location also offers NorthGate the local natural environment and the learning opportunities that they offer – each complementing and enhancing the learning experience of NorthGate learners.

The majority of the spaces available for lease in the Porirua region are either very small offices under 300m² or they are large warehouses in the excess of 2000m². There are a few number of leasable spaces with both offices and large meeting

spaces appropriate for NorthGate. As leasing is the most feasible option, we are currently scanning through all available spaces for the one that requires the least set-up costs as well as the most cost-efficient ongoing costs.

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

Our preferred option would be Option 3. However if a similar space becomes available in the near future that requires minimal setup costs, we will consider these also.

Timetable for leasing a facility:

April 2014	<ul style="list-style-type: none">▪ Finalise shortlist of appropriate sites and complete final site visits.
May 2014	<ul style="list-style-type: none">▪ Select appropriate site for NorthGate in consultation with architectural design and construction specialists from NorthGate community.▪ Engage legal advice on lease agreement.
June 2014	<ul style="list-style-type: none">▪ Architectural design process to building consent documents. Ensure compliance with relevant codes and standards for NorthGate.▪ Finalise and sign lease agreement only after notification of being a successful Partnership School to open in 2015.
Aug 2014	<ul style="list-style-type: none">▪ Building consent and resource consent (if required) granted
Sept 2014	<ul style="list-style-type: none">▪ Begin construction and fit out on NorthGate site.
Dec 2014	<ul style="list-style-type: none">▪ NorthGate facility ready for staff to begin for 2015 school year
Jan 2015	<ul style="list-style-type: none">▪ NorthGate school open

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

We proposed to utilise a portion of the Set-up funding monies from the government for the initial acquisition and renovation of the selected facility. We will source donations and/or short-term loans from affiliated businesses. The remainder of the costs will be sought through funding from the bank. Our fundraising and ongoing sponsorship through the school curriculum and affiliated networks will help towards repayments of any loans.

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

One of the main criteria for selection of an appropriate site for NorthGate is adequate space for future expansion of the school facilities to accommodate projected increase in roll numbers. This allowance gives flexibility for the growth of the NorthGate community - the school, the families and the wider community involvement. NorthGate is a part of a larger resource pool consisting of specialized professionals who are qualified to provide specialized services when required. The services of our architectural and construction specialists will be called upon when expansion of our facilities is required.

Staff will be selected and trained in accordance with the NorthGate staff recruitment and professional development policies (outlined in our Operations Plan). Staff

training and professional development is imperative in NorthGate and is therefore treated with due care and diligence. This is to ensure that the facilitation staff are properly equipped and empowered to provide an authentic NorthGate experience for all learners.

The Management team of NorthGate will, in partnership with the NorthGate Board will provide allowance for additional resources when required. The final decision for necessary resources will be made by the Director of the school in collaboration with feedback and input from the NorthGate Board, Head facilitator and the facilitation staff.

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

NorthGate will engage a professional facilities property and code compliance manager for the set-up phase of the school. NorthGate will utilise a planned preventive maintenance and responsive maintenance as per the New Zealand Building and Code. This specialist will ensure compliance with all relevant New Zealand standards and codes including access routes, parking standards, accessibility standard and the like. A clear line of communications with the Local Territorial Authorities (Porirua City Council) will begin right from the initiation of our architectural design process through to construction completion to ensure compliance with all relevant codes and standards for NorthGate. Given the nature of our proposed tenancy arrangement and the inevitable renovations, particular attention will be paid to this area to ensure compliance.

8 OPERATIONS PLAN

31. Explain how the school will:

a) achieve the enrolment target you have projected in Q2.(v);

We are aiming to achieve an enrolment target of 100 in the first year, with the addition of 20 more students each year. We have identified the dynamic opportunities of social movements within the Wellington region to Porirua. For example, house prices are causing families to move to areas like Porirua from the city, where traditionally there has been some negative stigma associated with the area. NorthGate will offer a unique provision of education to cater for these shifts.

The Marketing Plan

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

1. **Branding:** create a visual brand and supporting sales material and imagery
2. **Web presence:** create a website and interlinking social media content for Facebook / Twitter / YouTube / Instagram.
3. **Community relationships:** develop and establish relationships with:
 - a. centres of influence such iwi and Pasifika churches.
 - b. early childhood education providers such as Kohanga Reo and A'oga Amata.
 - c. other primary schools currently operating in Porirua with Māori and Pasifika student bases.
4. **Connections with local events,** such as the Pasifika Festival in Wellington and Polyfest.
5. **Media:** utilise local community publications (such as the Kapi Mana weekly newspaper) to promote our school to our target areas.
6. **Promotional events:** arrange seminars and information evenings for prospective students and families on a regular basis.

The core to NorthGate's brand and marketing (as patterned by NorthGate College in Trinidad) is the life of the student's we produce. Within the next 5 to 10 years we envision that the building process of NorthGate will market itself on reputation within the Wellington Region.

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

We will involve NorthGate learners in community events and projects to promote NorthGate, as well as developing them in the process. All community involvement will be spread through various social media platforms, including our website and Facebook.

We will facilitate specific outreach projects such as:

- Technology camps to promote critical thinking and innovation, through the BrightPath Foundation (<http://www.brightpathfoundation.org/>)
- Joint events with local youth and social organisations, such as quiz nights which will help to promote local and global awareness
- Community sports days in the local area to promote well-being
- Local art exhibitions to promote creativity, in collaboration with local artists and musicians
- NorthGate evenings. Parents and families will be invited to express interest for their child to attend NorthGate Wellington. NorthGate will then contact families to free information evenings where the philosophy and system of NorthGate will be presented.

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

It is critical to the global educational philosophy of NorthGate that children with supportive parents or guardians go through the enrolment phase of NorthGate.

NorthGate will continue to promote and inspire parent student partnership through:

- Parent/facilitator events where the parents of NorthGate learners share their advice.
- Sharing personal testimonies via media such as the school newsletter and local publications.

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

NorthGate expects to be able to target parents and family by engagement through interactions with churches, Marae visits, Pasifika Festivals and the arts, such as Polyfest. It is our expectation that these parents will need encouragement from centres of influence such as churches and community groups.

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

Not Applicable

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

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:

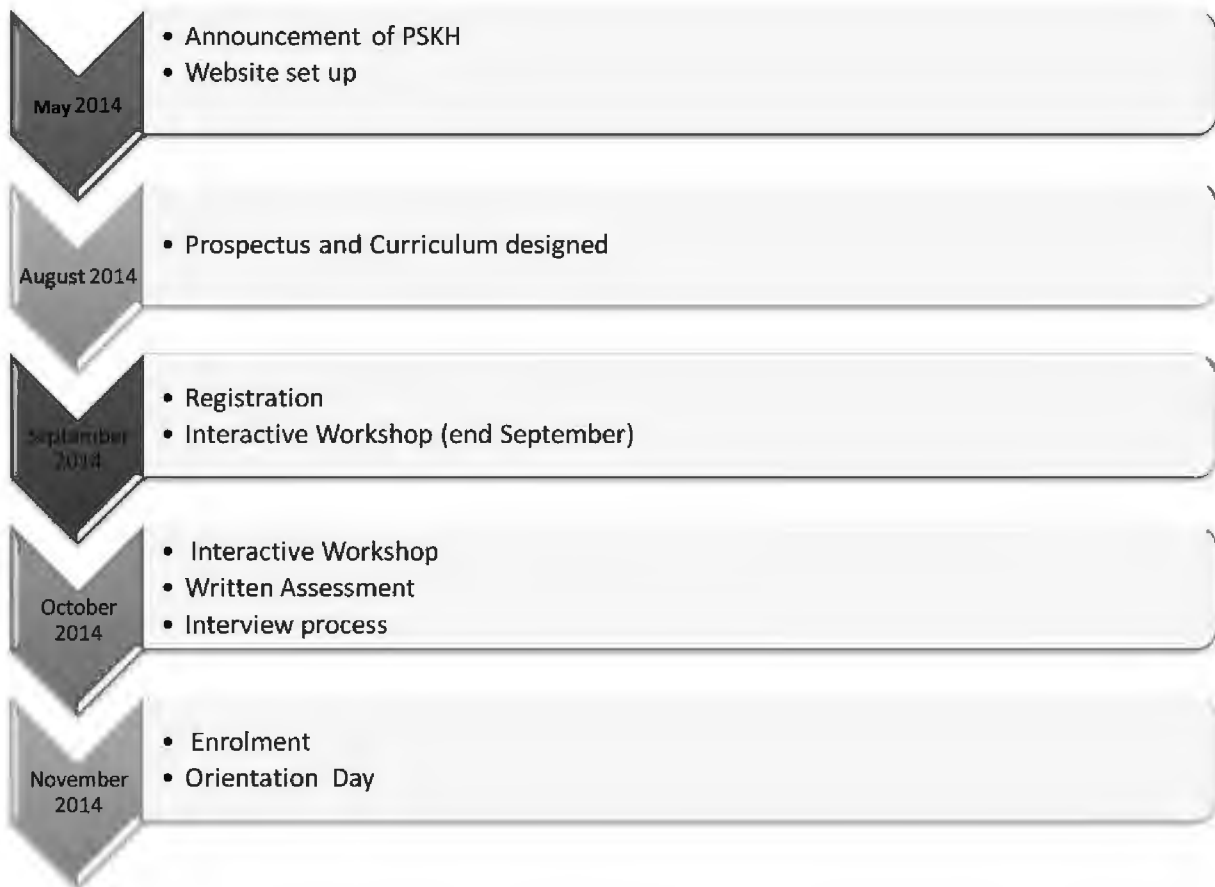
- as far as possible, exclude no more students than necessary to avoid overcrowding.
- ensure that the selection of all applicants for enrolment at a school is carried out in a fair and transparent manner.
- enable students to attend a reasonably convenient school.

- 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.

Enrolment Procedure

- Applicants need to fill out an application form from the website and submit or deliver the completed form to the administrative office. Alternatively a form can be collected from the Administrative office together with instructions for completing the form.
- The school requires every applicant to attend an interactive workshop with a parent or guardian. The workshop will outline the school philosophy, values, rules and regulation and also the curriculum that is offered.
- Students will also be given a practical 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.
- Students and parents or guardian will be going through an interview process with the school Director.
- 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.
- Parents of successful applicants must indicate their acceptance by returning the signed agreement attached to the Guidelines for Parents and Students.
- Parents and students will be required to attend the Orientation Programme. At the Orientation day, students will be presented with their educational options.
- Students are also required to pay the term's fees and provide all legal documentation required by the Ministry of Education before the registration of the student is complete

Timeline



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

NorthGate's suspension, expulsion and disciplinary policies are aligned to the Ministry of Education's guidelines. The purpose of school rules is to provide an orderly and harmonious environment for all members of the NorthGate 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 assist in developing disciplined lifestyles and good character, which benefit students for their whole lives.

Instances of continual lapses in character are dealt with in an appropriate manner:

- Private reprimand, which may include parental presence.
- Temporary suspension from main classes and involvement with other students; the student would still engage in their normal schooling requirements under special supervision.
- The suspension, exclusion, and expulsion approaches are consistent with the requirements under sections 13, 14, 15, 17, and 18 of the Education Act 1989.

Grievance

The grievance process is embedded into the whole structure of the school. Governing bodies, educators, students and parents are empowered and accountable to resolve their matters.

NorthGate's Order of grievance is detailed as follows:

Grievance to governing board policy or decision

This will be conducted by a meeting with the Director and the complainant. It will be the school policy and expected of the role of the Director to ensure that the issue is a learning experience for both parties.

A PTA dinner will be held at the end of each term to review the term and accommodate interaction and dialogue concerning the next terms movements. In this context a review of grievance learning through the term in regard to board decisions will be presented.

Grievance concerning Administrative Procedure

Grievances concerning administrative procedures are to be sent via email to the secretary of school. If a follow up phone call, cannot resolve the grievance a consultative meeting will be agreed upon. Both the administrative process and the complainant are accountable to the NorthGate learning environment to come away with new positions and learning.

Grievance with Practice at the School

Both student and Parent are required to meet with the respective boy or girl facilitators concerning their issue within the scope of academic practices to resolve any confusion or grievance. The Director has an oversight of each student's development and works alongside the Facilitators to encourage and skillfully help the student to see the overall objective of NorthGate. In actively working alongside each student, NorthGate believes it will help overcome many issues that may arise in their education path.

Facilitator of Boys - The Head Facilitator of Boys will also be the coordinator of the Male Empowerment Initiative (MEI) and is the paternal representative for students' holistic moral and academic development. He will provide counsel and feedback regarding academic and moral practice. The head facilitator will also assist in aligning the students to the required values and principles of NorthGate. In the occasion where the student continually or deliberately fails to adhere to the standards, the Head Facilitator of Boys will work with the student to assist them in understanding the personal development required. Throughout this process the Head Facilitator of Boys will update the Director and raise any matters of serious misconduct for their attention.

Facilitator of Girls - One of the Facilitators will be designated as the Senior Facilitator of Girls. She will provide a maternal figure for the student populace. She will provide council and feedback regarding academic practices and moral practice in case of breaches and confusions.

Student/parent complaint regarding staff – if a complaint is lodged against a staff member the Head Facilitators of Boys/Girls will refer the matter to the Director. The Director is charged with investigating the complaint, in reference to contractual requirements from both students and facilitators.

Grievance with School Subject

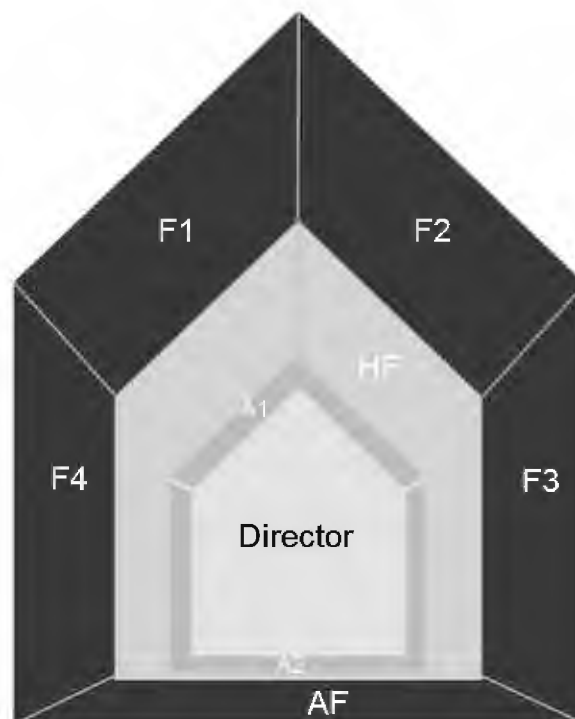
NorthGate will work in transparency with both students and parents in regards to the school subjects, objectives, philosophy and the student requirements. All parents will have the opportunity to view and consider the Student Handbook which details the school philosophy, objectives, subjects and student requirements; before they enrol their students at the school.

Facilitators have the responsibility to meet the parents where there is disagreement or misunderstanding concerning school subjects. This scope includes:

- Subject tangible requirements
- Difficulties faced by students
- Teaching methods

NorthGate facilitators are open for informal enquiries, and to facilitate understanding the best way to approach and embrace learners' unique struggles and to develop strategies around that.

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



The Leadership structure consists of the

- Director (Principal)
- Administrators (A1, A2) who assist the Director
- Head Facilitator (HF)
- Facilitators (F1, F2, F3, F4)
- Associate Facilitators (AF)

This leadership structure facilitates the effective management of the overall environment and culture of NorthGate. This structure enables the development of every student towards reaching his or her full potential.

Overall structure

The overall structure displayed shows that NorthGate does not stand in isolation but rather its strength is in connection to a wider group. This group is guided by and actively working out the same set of values as NorthGate. This wider group consists of the Board of Directors, NorthGate Families, local and global community resources.

The leadership and governance structure of NorthGate will consist of a management team that will be responsible for the daily running of the school. This management team consists of the Director and the Head Facilitator.

s 9(2)(a) OIA

The Director () and the Head Facilitator will be responsible for the management of the school and staff.

NorthGate Governance Board

There will be a NorthGate Governance Board who will provide vision, recommendations, accountability and strategic direction to the management team. The chairman of this board will be () s 9(2)(a) OIA

This board will consist of the Chairman, Director, Head Facilitator, legal advisor, two community representatives and two parent representatives. The Global NorthGate Advisor will also be on the board but will only have an advisory role.

The selection of the board will be determined by a panel that will consist of the Chairman, Director and a community member representative:

- There will be a range of members in the board from various backgrounds including legal advisors, educationalists, professionals, business owners as well as Māori and Pasifika representation. The board will specifically consist of three representatives that represent the priority learners group that provide effective role models (previous prefects and head students) both while at school and in their areas of profession.
- The table below indicates the structure of the key leadership roles and structures in NorthGate Wellington.

Leadership Role	Description	Name	Applicant Description s 9(2)(a) OIA
Chairman	Responsible for overall vision and strategic direction of NorthGate. Responsible to provide primary values, required standards, recommendations, accountability and strategic direction to the management team.		
Director	Responsible for ensuring the management of the NorthGate culture is established and maintained in all levels of NorthGate Wellington operations. Accountable to the chairman and members of the Board.		
Head Facilitator	Senior staff member will be the direct link between the Director, the teaching and administration		

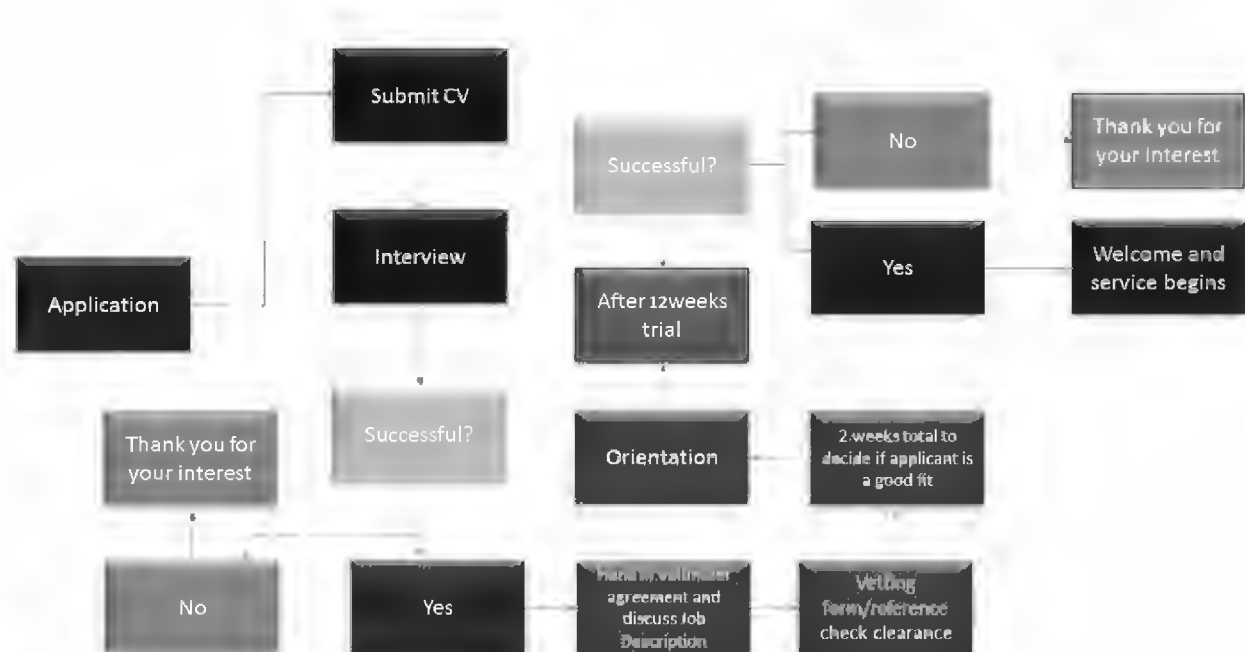
	staff. They will have an executive role within the school and will assume the role of acting-Director in the absence of the Director for as long as required.		
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s 9(2)(a) OIA

Relevant curriculum vitae's can be found in Appendix 8.1.

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

The diagram below describes the recruitment process for all NorthGate personnel



The detailed process is in Appendix 8.2

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

All staff, volunteers and contractors that will work inside NorthGate 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 NorthGate 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 NorthGate 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 Standards are as follows:

Key Principles and standards for staff	Description
Commitment to the mission and vision of NorthGate	All staff, contractors and volunteers must have an in depth knowledge, understanding and comprehension of the mission and vision of NorthGate. 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 NorthGate. 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 NorthGate. 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 NorthGate 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.
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The qualities that we will seek in all of our staff inside of NorthGate will have a high level of competence in order to fulfill 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 NorthGate school.
Depth of experience	Depth of experience is valued but is not the only measure by which we will employ staff at NorthGate. The quality of their personal development process inside of their relevant experience is more valuable to the NorthGate 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 NorthGate staff as the standard that the staff set will be the standard that the students will strive towards.

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

Please refer to question 8 (5) above.

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

The NorthGate 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 NorthGate.
- And that the staff member would want to also use the material as a base for continuing teaching research and publications.

NorthGate 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.

NorthGate 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 facilitators in leadership positions and positions of additional teaching and learning responsibility and to support career pathways.

Guidelines for teaching staff

1. Teaching staff will be consulted about the allocation of salary units generated for use.
2. NorthGate 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 NorthGate Governance Board, 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 NorthGate 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 NorthGate Governance Board.
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 NorthGate Governance Board 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

Recruitment procedure:

- 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 facilitator 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.

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

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

NorthGate seeks to create an environment where staff and students are empowered to reach their full potential in the sphere of education. As such all our values reflect proven standards 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

All staff must have the capacity to adhere to the above mentioned standards and values so that the mission and vision of the school are upheld.

Part of NorthGate'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. Facilitators 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.

Facilitator 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. Facilitators are expected to continuously upgrade their performance through collaboration and research.

Facilitators 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 facilitators 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:** Facilitators are taught the educational philosophy, including relevant teaching approaches such as lesson planning.

Facilitator relationships

NorthGate encourages collaboration and dialogue amongst facilitators about every issue and event that occurs in the school. It is expected that the facilitator room is a lively and conducive environment where facilitators 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 facilitators 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.

Facilitators will be assessed primarily on the following:

- Communication, representation and facilitation of the student and the class (separately by their peers, by the parents and by the Director as head of school).
- Ability to contribute to and manage the teaching and learning environment.
- Analysis of student grades in correlation with student and parent reviews.
- Assessment will focus on the continual improvements of the schools systems.
- Annual feasibility review of infrastructure and the impact on the educational experience. This includes technology, administration and facilities management.
- Ensuring everyone is improving, especially the facilitators.
- Individually facilitators will be evaluated for their own level of growth and personal development, ensuring their own career advancement, job satisfaction and personal journey through the year.

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

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

Drivers, Cleaners, Security Guard, Sports Coaches and Library Assistant. Alongside these roles we also have a pool of resources available such as cultural competency advisors (Tikanga Maori), Youth Support Worker, Professional Development Advisors, Career Advisors, Educational Pathway Advisors, Creative Advisors, designers, youth volunteer, parental volunteer and career consultants

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

Drivers

The drivers will be driving the school van to transport students from school to sports fields, medical and dental appointments. They will require a police check and will be interviewed by the Director.

Cleaners

They will be overseeing the school cleanliness and maintenance. A detailed role description will be given to them outlining what we require from them and the standard of cleanliness they have to attain. They will require a police check and will be interviewed by the Director.

Security Guard

The students' safety is paramount. The security guard will also perform access control at building entrances and vehicle gates; ensuring that employees and visitors display proper passes or identification before entering the facility. Experience is required. They will also require a Police Check and will be interviewed by the Director.

Sports Coaches

Sports coaches bring out ability by identifying needs and planning and implementing suitable training programmes. Whatever the context, coaching involves developing the participants' physical and psychological fitness and providing the best possible practical conditions in order to maximise their performance. Sports coaches help people participating in sports to work towards achieving their full potential. They will require a police check and will be interviewed by the Director. Sports coaches must be fully trained.

Library Assistant

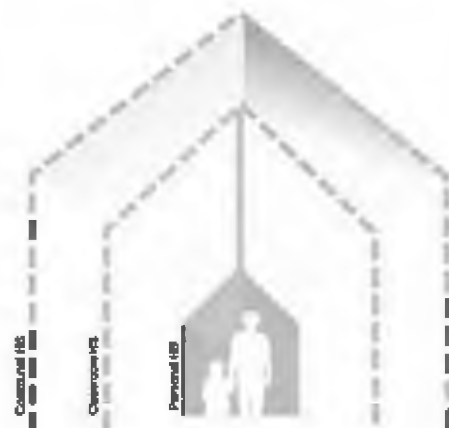
Library assistants will support the day-to-day running of the library. No training will be required but Police check is required.

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

NorthGate manages health and safety in three areas of scale:

1. **Personal health and safety**, including issues relating to general Hygiene and students own personal health
2. **School health and safety** – understanding NorthGate built environment. This includes policies and initiatives to promote wellbeing and corporate health, and will be managed by administration staff.

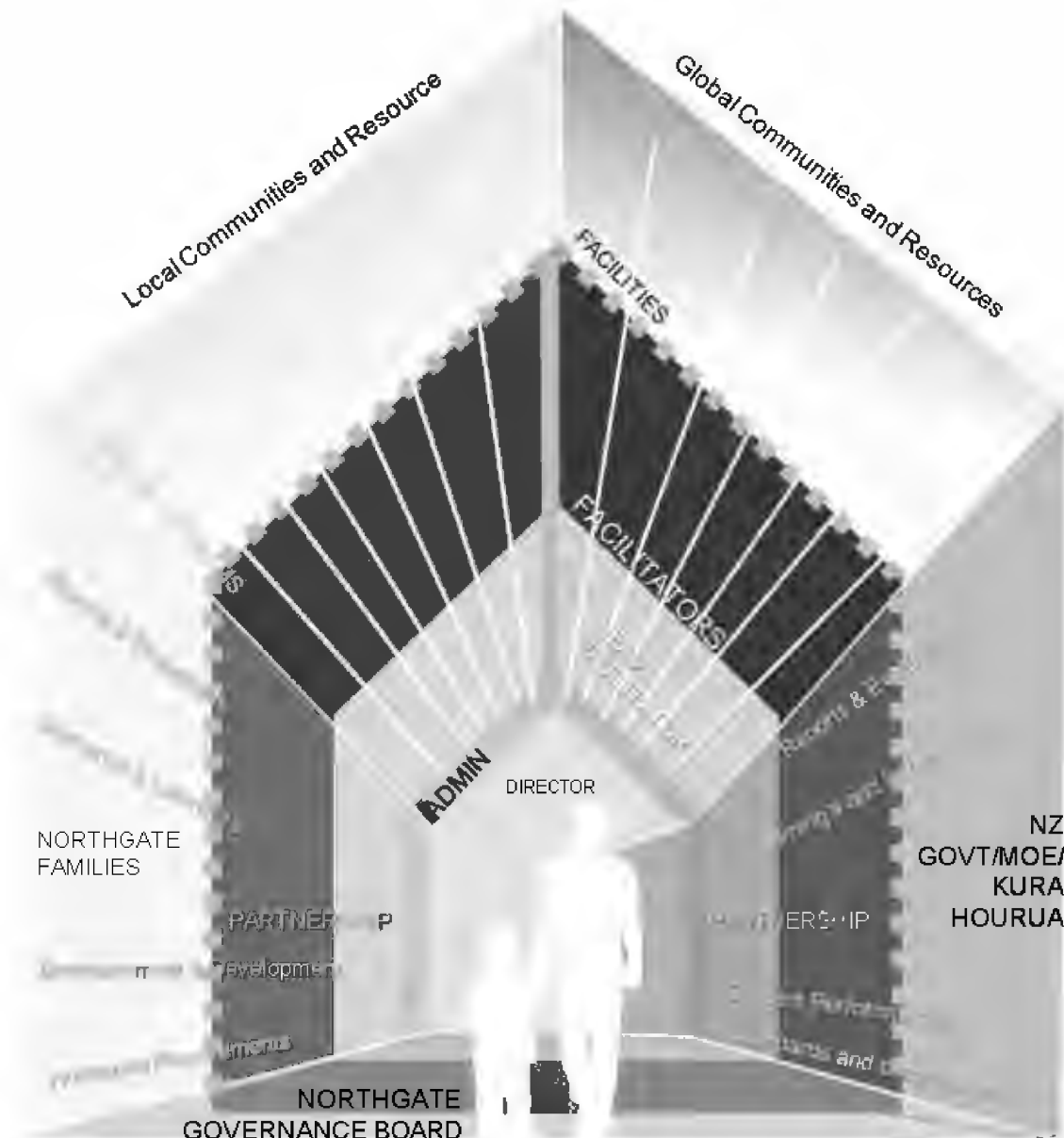
3. Community Health and Safety – including activities around safe communities and safety in a global context.



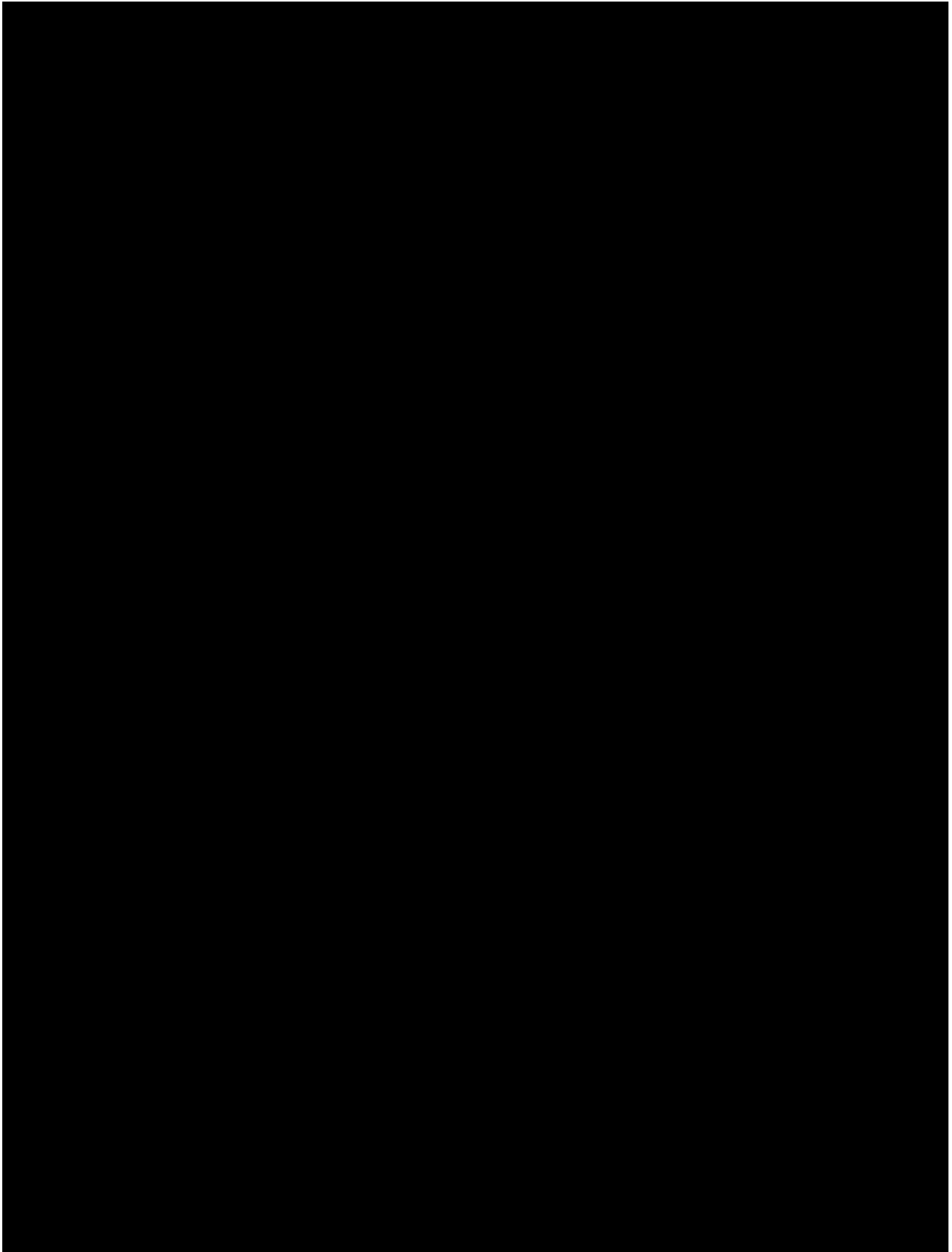
Health and Safety	
Personal Health and Safety	<ul style="list-style-type: none"> ▪ Washing your hands before meals ▪ Appropriate toilet behaviour ▪ Sharing food precaution ▪ Hazard register ▪ Accident management ▪ Sick bay ▪ Emergency drills ▪ Animal code of ethics ▪ Monthly medical checkups in coordination with regional nurse ▪ Dental checkups ▪ Pandemic planning ▪ Basic food preparation for basic commercial kitchen
School Health and Safety	<ul style="list-style-type: none"> ▪ Traffic wardens ▪ Sun shades ▪ Assembly point ▪ Bus stop ▪ Clear walk way ▪ School map with evacuation plan ▪ Drop and pick point ▪ Windows ventilation ▪ Tap appropriate for age (hot and cold) ▪ Fire alarm and sprinkler system ▪ Exit points and clear signage ▪ Safe electrical system
Community Health and Safety	<ul style="list-style-type: none"> ▪ Child Abuse management ▪ Visitors policy ▪ Raising alarm

9 APPENDICES

Appendix 7.1 Chart form of the NorthGate structure



Appendix 8.1 Curriculum vitae's Pages 81-88 withheld under S9(2)(a) OIA



Appendix 8.2 Recruitment Policy

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 learners were clearly communicated to the assessment criteria.
- d) Level of interactive and engagement between learners and also staff.
- e) Homework clearly communicated both visually and verbally.

Personal Characteristics

Criteria Description:

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

Classroom Management

Criteria Description:

- 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 learners 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 learner.
- b) There was mutual respect between teacher and learner.

Transfer of Values

Criteria Description:

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

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

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. 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.

[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].

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 _____

9 Acceptance of Draft Agreement

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

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you consider are required to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, **only those provisions identified** as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

10 Assumptions, Risks and Caveats

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


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

11 Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura.	Agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	Agree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	Agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	Agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	Agree

Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	Agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	Agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	Agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one-week period, with time slots given on a first-in first-served basis.	Agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	Agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material</p>	Agree

	<p>respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		s 9(2)(a) OIA
Full name:	Sarah Gucake	
Title / position:	Programme Manager	
Date:	11 March 2014	

12 Applicant Check List

The checklist is included for your reference only.

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

NORTHGATE SCHOOL IMPLEMENTATION PLAN 2014

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Mar											Submit Application for Partnership School				
Apr							Finalise shortlist of appropriate sites and complete final site visits								
May		1st Choice Site selected			Layout and Classroom Concept Design Begins							Notification of preferred client	Begin discussions with the Ministry	Confirm pre-discussed branding and promotional material (hard copy and online) with design agency	Review Implementation Plan in preparation for school
Jun		Queen's B'day	Confirm Layout and Classroom Concept Design			Sign Lease Agreement			Begin Architectural Design Documents						
Jul	Tender construction and fit out to contractors	Begin website design and set-up		Sign Lease Agreement			Begin Finalising Promotional material				Promotional Material Finalised			Booking meetings with Cultural Groups, Churches and Community Groups	
Aug	Website and Online Social Media Launched			Complete Prospectus and Curriculum design							Promoting the School through cultural groups, churches and community groups	Promoting the School through cultural groups, churches and community groups	Promoting the School through cultural groups, churches and community groups		Building and Resource consents granted
Sep	Construction and fit out begins	Staff positions not filled are advertised			Media Releases							Media Releases			
Oct				Interactive Workshop 2 (Open to community and all interested parties)											
Nov	Student Enrolment Open & Orientation Day													All staff contracts signed by this date	
Dec					Code of Compliance Issued (if required)			Materials and Stationery Orders			2015 Student Role Finalised	Premises ready for NorthGate Staff to enter and begin planning			

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Mar																
Apr			Good Friday			Easter Monday				ANZAC Day						
May	Begin meeting with Lease Agents / Landlords / Builders/ Solicitor (already shortlisted) and other due diligence to secure location			Begin Prospectus and Curriculum design									Confirm Location of choice with the Ministry	Meeting with City Councilors for support		
Jun												Building Consent documents completed				
Jul																Contractor Selected for construction and fit out
Aug					Promoting the School through cultural groups, churches and community groups	Promoting the School through cultural groups, churches and community groups	Promoting the School through cultural groups, churches and community groups									
Sep							Student Enrolments Open for 2015					Interactive Workshop 1 (Open to community and all interested parties)				
Oct	Shortlisted Interviewees 2 day program with existing Davidic Centre Team	Shortlisted Interviewees 2 day program with existing Davidic Centre Team			Staff Decision Making Discussions	Staff Decision Making Discussions			Staff positions finalised			Labour Day	Successful staff notified			
Nov						2015 Students selected and waitlist finalised										
Dec		2015 Students Orientation								Christmas Day	Boxing Day					

NORTHGATE SCHOOL IMPLEMENTATION PLAN 2015

	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	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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