

Destiny School

Question 1

If the maximum roll is set for a lower roll than you have applied for, would you still wish to proceed with your application? What are the implications of a reduced roll?

Our application was developed within the parameters of the numbers outlined in the budget section of the application. Based on economies of scale, a reduced roll, particularly at the senior end of the school, would make our application in its current form less viable.

In particular, for our composite model (Years 1-13), the implications of a reduced roll are significant and would require a full review and redraft of our education, business and operations plans.

Furthermore, too many children in South Auckland would miss out on the opportunity to receive our excellent model of education now and in the future. However, because of our commitment to improving educational outcomes for the target group in our area, we would remain open to negotiation.

Question 2

If you propose to use some proportion of unregistered teachers, what is your compelling rationale for this?

For academic subjects a fully trained, pedagogically sound, content knowledgeable and passionate teacher will be employed. They may be provisionally registered as a PRT, but we will have an excellent programme of advice and guidance so full registration is gained.

However, we have key relationships with identified stakeholders in our community in the arts, sports, trades, business, technology and industry, who although unregistered, could competently deliver a curriculum under the advice and guidance of our CEO. This will include professional learning in relation to pedagogy and classroom management.

Our extended hours after the academic day (8:45am - 3:30pm: Refer Pg 42 of our Application) creates the opportunity for extra curricula activities using the above capable and experienced people. It also allows the academic teaching staff to be released for regular professional learning, career and future planning, data analysis and change of practice.

Importantly, this approach includes building and maintaining relationships internally (school community) and externally (wider community).

We are able to eliminate the requirement for after-school care; keeping children safe and engaged within the school environment and also support parental employment, which is a direct benefit to the wellbeing of the student, family and community. In South Auckland, this is essential!

Question 3

What would a typical teaching and learning programme look like for your students? (i.e. what would a typical week's timetable look like for a student?). Please provide indicative timetables for two separate year groups from your proposed cohort.

Sample Academic Timetable: Year 3 Junior Primary Student 2014

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45am – 9.00am	Homeroom / Fitness	Homeroom	Homeroom / Fitness	Homeroom	Homeroom / Fitness
1 9.00am – 9.50am	Oral Lang / Phonics 15 Min	Oral Lang / Phonics 15 Min	Oral Lang / Phonics 15 Min	Oral Lang / Phonics 15 Min	Oral Lang / Phonics 15 Min
2 9.50am – 10.40am	Mathematics	Mathematics	Mathematics	Mathematics	Financial Literacy
MORNING TEA 10.40 – 11.00am					
3 11.00am – 11.50am	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Guided Reading
4 11.50am – 12.40pm	Written Language	Written Language	Written Language	Written Language	Written Language
LUNCH 12.40pm – 1.20pm					
5 1.20pm – 2.10pm	TEP	Visual Language	Data Handling	Visual Language	Science
6 2.10pm – 3.00pm	PE	Geometry	PE	Measurement	Technology
POD (pm) 3.00pm – 3.15pm	Homework Prep	Homework Prep	Whole School ASSEMBLY	Homework Prep	Homework Prep
AFTERNOON TEA 3.15pm – 3.30pm					
7 3.30pm – 5.00pm	Music / Media	ICT / Performing Arts	Science / Technology	ICT / Visual Arts	

Potential Electives for Year 3

Musical Instrument	Technology	Cultural	Other ideas
Guitar	Art and Design	Kapahaka and traditional Pasifika performing	Sports (individual & team)
Keyboards	Hard Materials Technology	Te Reo	Arts & Crafts
Drums	Food Technology	Marae studies / visits	
Orchestral Instrument	Fabric and Textiles	Maori Games	
	ICT	Taiaha	
	Science Investigation		
Dance	Performing Arts	City Limits	
Jazz	Choir	City visits	
Hip hop			
Ballet			

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45am – 9.00am	Homeroom / Fitness	Homeroom	Homeroom / Fitness	Homeroom	Homeroom / Fitness
1 9.00am – 9.50am	English	English	English	English	English
2 9.50am – 10.40am	English	English	English	English	English
MORNING TEA 10.40 – 11.00am					
3 11.00am – 11.50am	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4 11.50am – 12.40pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
LUNCH 12.40pm – 1.20pm					
5 1.20pm – 2.10pm	Science	Te Reo Maori	Science	Te Reo Maori	Science
6 2.10pm – 3.00pm	ICT	TEP	PE	ICT	PE
POD (pm) 3.00pm – 3.15pm	Homework Prep	Homework Prep	Whole School ASSEMBLY	Homework Prep	Homework Prep
AFTERNOON TEA 3.15pm – 3.30pm					
7 3.30pm – 5.00pm	Electives	Sport or Electives	Sport or Electives	SPORT	

Potential Electives: Year 6

Musical Instrument	Technology	Cultural	Outdoor Adventures
Guitar	Art and Design	Kapahaka and traditional Pasifika performing	Horse riding
Keyboards	Hard Materials Technology	Raranga	Fishing
Drums	Food Technology	Marae studies/visits	Go-Karting
Orchestral Instrument	Fabric and Textiles	Maori & Pasifika Games	Tramping
	ICT	Taiaha	Explorers Expeditions
	Science Investigation		
Dance	Performing Arts	City Limits	Other ideas:
Jazz	Music / Choir and individual	Careers	Ceramics
Hip hop	Song writing	City visits	Archery
Ballet	Groups	Heritage, Parks & Recreation, i.e. Museum, Zoo, Motat	Orienteering
			Yachting
			Surfing

Sample Academic Timetable: Year 11 College Student 2014

The student will take the following CIE IGCSE subjects: English, Mathematics, Science (Double Paper), ICT and PE

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45am – 9.00am	College Assembly	Homeroom	Homeroom	Homeroom	Homeroom
1 9.00am – 9.50am	IGCSE English	IGCSE PE (Practical)	IGCSE Mathematics	IGCSE ICT	IGCSE ICT
2 9.50am – 10.40am	IGCSE Science		IGCSE Science	IGCSE Mathematics	IGCSE English
MORNING TEA 10.40 – 11.00am					
3 11.00am – 11.50am	IGCSE Science (Practical)	IGCSE English	IGCSE ICT	IGCSE Mathematics	IGCSE Science (Practical)
4 11.50am – 12.40pm		IGCSE ICT	IGCSE English	IGCSE PE (Theory)	
LUNCH 12.40pm – 1.20pm					
5 1.20pm – 2.10pm	IGCSE ICT	IGCSE Mathematics	IGCSE English	IGCSE PE (Practical)	Study
6 2.10pm – 3.00pm	Study	IGCSE Science (Theory)	TEP		IGCSE Mathematics
Homeroom (pm) 3.00pm – 3.15pm	Homework Prep	Homework Prep	Whole School ASSEMBLY	Homework Prep	Homework Prep
AFTERNOON TEA 3.15pm – 3.30pm					
7 3.30pm – 5.00pm	Electives	Sport or Electives	Sport or Electives	SPORT	

Potential Electives: Year 11 College

Musical Instrument	Technology	Cultural	Outdoor Adventures
Guitar	Art and Design	Kapahaka & Pasifika performing arts	Boot camp
Keyboards	Hard Materials Technology	Raranga	Fishing
Drums	Food Technology	Marae visits / studies	Go-Karting
Orchestral Instrument	Fabric and Textiles	Maori & Pasifika Games	Tramping
Guitar	ICT	Taiaha	Explorers Expeditions
	Science Investigation		Duke of Edinburgh
Dance	Performing Arts	City Limits	Other ideas:
Jazz	Single Artist	Careers	Ceramics
Hip hop	Song writing	Corporate visits	Archery
Ballet	Groups	University open days	Shooting
		City visits	Orienteering
		MIT courses	Yachting
			Surfing
			Waka Ama

Question 4

How will your teaching and learning programme support priority learners (please provide evidence)?

Further to the learning programme outlined in the Education Plan (including "Support for Learning" Pg 37-46, the "Key Advantages of our Application" Pg 14-18, and "Learning Environment and Teaching" Pg 25-29), our use of evidence guides our practice to meet the learning needs of our students.

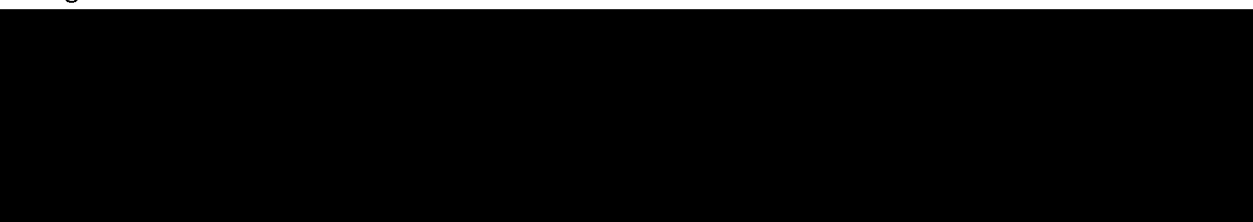
In terms of what Destiny School outcomes look like, the results depicted on Pg 11-12 of our Application demonstrates our ability to achieve with the target group, i.e. Maori and Pasifika students.

In addition, the following examples reflect what is being achieved through our learning programme.

Student 1: Maori child [REDACTED] who entered Destiny School [REDACTED]

s 9(2)(a) OIA

Background:



Learning Program implemented:

- He entered an environment where he felt safe and accepted, and trust was developed with the teachers
- With the support of his foster parents we designed a Individual Education Plan for his behaviour, on-task learning and appropriate responses to other students.
- Fortnightly reviews, daily reports back to the foster parents and weekly face-to-face updates
- All staff were aware of this student's behaviour, particularly in the playground, and were given professional development with regards to this students needs.
- A programme was implemented for all children in the classroom to learn the appropriate behaviours and correct responses
- This child was mentored through a buddy system to "be in the right place and the right time, doing the right thing."
- In the first two years this student was allocated a teachers aid for safety reasons

Outcomes to date: (Reference: School Report Appendix 1 and Teacher Comments Appendix 2.)

- This student is achieving at or above National Standards in all areas, with particular strengths in Science and Technology
- He shows genuine leadership and is very responsive to leadership opportunities in the school

Student 2: Maori child [REDACTED] who entered the school [REDACTED]

s 9(2)(a) OIA

Background

Learning Programme implemented: s 9(2)(a) OIA

- An IEP was developed in close consultation with parents. [REDACTED]
- A strong relationship between the school and parents was developed, including wrap-around support and child-raising education
- Specialised counselling was provided to the family by a senior pastor who has an extensive background in education. Notably, the father's increased involvement became critical in the process
- Students were taught how to respond and relate to each other in an appropriate way, particularly as it related to this child's behaviour

Outcomes: (Reference: School Report Appendix 3)

Whilst a quiet achiever, his engagement has significantly improved, and he is achieving well above National Standards in all areas. His behaviour is no longer characterised by outbursts or anger towards others. He has a high level of self-awareness and is comfortable in his own skin. His increased self-confidence has brought him to a place where he is settled and he knows that all staff love him and he is accepted.

Student 3: Maori child [REDACTED] who arrived at [REDACTED]

Background s 9(2)(a) OIA


Learning Programme implemented: Implemented a reading programme to increase his self esteem

- The Principal met with him every morning and lunch break to read with him
- Strong support was implemented for his homework
- Strong individual and family wrap-around support was put in place with positive role models

Outcomes:

This student passed four out of five IGCSE Examinations, including Extended Science (See results outline below).

s 9(2)(a) OIA

 s 9(2)(a) OIA

Unfortunately due to financial reasons he could not continue at Destiny School. However, he maintains strong relationships with the school community and is in the top percentile of students in maths and science at his new school.

Question 5

Please confirm what you believe to be the value you are going to add to the existing school network

As an existing South Auckland school catering for over 150 students from Years 1 - 13, and with a substantial waiting list, Destiny School already adds value to the existing school network. Notably, the majority of these students are Maori and Pasifika (Refer Education Focus Q4.1.2 on Pg 19 of our Application).

That value is based on our commitment to empower students typically derived from disadvantaged backgrounds to become academics, professionals with relevant degrees, entrepreneurs and career-minded individuals. (Refer Mission Statement under Purpose & Goals, Pg 9 of our Application).

We offer a unique academic program and approach to learning that South Auckland children will not find anywhere else. In fact, it is the kind of program seldom available to Maori, Pasifika and low socio-economic children, i.e. the opportunity to undertake the Cambridge Curriculum with strong wrap-around support for the child and family. (Refer Curriculum, Pg 23 of our Application)

We are not just a school - we are an entire community of support that goes beyond the school gate and 'umbrellas' our children's educational journey - from early childhood into employment or tertiary/trade training. (Refer Support for Learning, Pg 37 of our Application.)

Therefore, we believe we offer diverse opportunities that enable our children to be global citizens!

*** ENDS ***

APPENDICES

1. School Report for Student 1
2. Teacher Comments Report for Student 1
3. School Report for Student 2
4. School Report Student 3