

APPLICATION

To operate a
Partnership School | Kura Hourua opening in 2014

DESTINY SCHOOL



ISSUED 6th MARCH 2013

DUE 12:00pm (Midday) 16th APRIL 2013

PART TWO – APPLICATION

This section contains the Application that all Applicants must complete as your form of response. Applicants must follow the overarching instructions listed in Part 1 – Section 8 guide to completing the Application in addition to any specific instructions provided with any part of the Application.

1 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	Richard Lewis			
Position:	Chair of the Board			
Phone number:	(09) 5707150			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	richard@destinychurch.org.nz			
Fax number:	(09) 5707149			
Is the contact person authorised to negotiate?	Yes		No	No

2. Applicant's organisational profile	
Full legal name:	Destiny School
Trading name: (if different)	NA
Name of parent organisation:	NA
Physical address:	25 Druces Road, Wiri, Auckland 2104
Postal address:	PO Box 76201, Manukau, Auckland 2241
Company website:	www.destinyschool.org
Location of head office:	Auckland
Type of entity (legal status):	Charitable Trust
Company registration #:	N/A
Country of residence:	New Zealand
GST registration number:	N/A

3. Overview of Applicant's organisation	
Type of organisation:	Private School
Year established:	2003
History:	Destiny School was formed in 2003 with one teacher and class of nine students. Today it delivers education from Yr1 - Yr13. Destiny School utilises the Cambridge Curriculum and has received three favourable ERO reports to date. In spite of the challenges of being a fee paying school, with the support of Destiny Church we are proud of our results and look forward to making an even greater contribution to the lives of children in South Auckland.
Summary of experience	10 years delivery

relevant to this RFA:	
Total number of staff in NZ:	Eleven
Number of locations in NZ:	One
Overseas locations:	None

4. Current business commitments & proposed key personnel

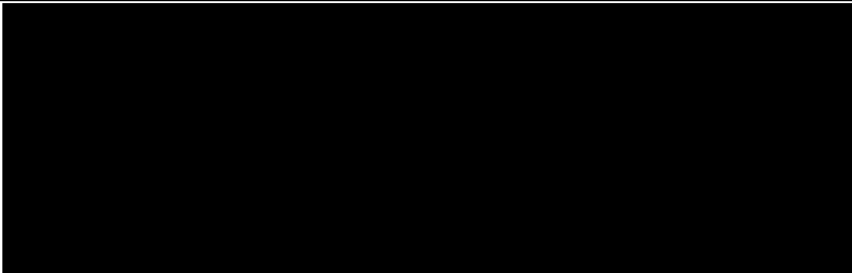
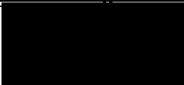


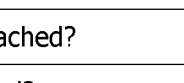
Business commitments:	None
Other Contracts with government	None

5. Probity

List any pending claims against the organisation:	None
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	None

6. Disclosure of proposed partners

Disclosure:	None
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	N/A
Address:	N/A
Specialisation:	N/A
Describe the deliverables the Partner / sub-contractor will be responsible for:	N/A
Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	N/A
Address:	N/A
Specialisation:	N/A
Describe the deliverables the Partner / sub-contractor will be responsible for:	N/A


7. Financial information				
Current financial status:				
Gross revenue:	2011:		s 9(2)(b)(ii) OIA	
	2010:			
Gross profit:	2011:			
	2010:			
Last audited financial accounts:	2011			
Copy of latest audited accounts attached?	Yes	Yes	No	
Copy of latest annual report attached?	Yes		No	No
Is organisation in dispute with any trade union?	Yes		No	No

8. Quality standards	
Certificates held:	Registered as a Private School and Affiliated Cambridge School
Quality assurance systems:	Destiny School Quality Management System
Internal audit:	Self review schedule of policies, procedures and robust authorisation around financial processes
Contract management:	N/A
Monitoring & evaluation:	Destiny School M&E Systems, software and standards include: Chartered Accountant on the Board, Financial Administrator, External Accountant and Auditor, CEO, Principal and Senior Team Leaders
Reporting:	ENROL, MYOB, KAMAR
Financial management:	Robust financial policies, procedures and monthly reporting to the Board
Risk management:	Destiny School's independent servers utilise a regular back-up and storage system that is held off-site. Board and Management review policies, procedures and systems, which include a schedule of delegation and appropriate levels of authorisation. We have a Health & Safety Officer, Privacy Officer and appropriate insurances.
Records management:	KAMAR, MYOB
Staff training:	KAMAR, MYOB, Health & Safety, ENROL, Cambridge Curriculum, First Aid
Codes of conduct	Destiny School's Staff Code of Conduct and Student Code of Conduct

9. Occupational Health & Safety (OHS)				
Health & Safety Management:				
Do you have a written health & safety policy?	Yes	Yes	No	
Do you have an employee participation scheme for dealing with health & safety issues?	Yes	Yes	No	
Is formal health and safety training given to employees?	Yes	Yes	No	
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes	Yes	No	
- Hazard Register?	Yes	Yes	No	
- Hazard information?	Yes	Yes	No	
History: Have you received health and safety award/s?	Yes		No	No
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	Yes		No	No
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes	Yes	No	
Are formal hazard assessments carried out and recorded?	Yes	Yes	No	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes	Yes	No	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes	Yes	No	


10. Referees

Referee #1

Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	2005 - present

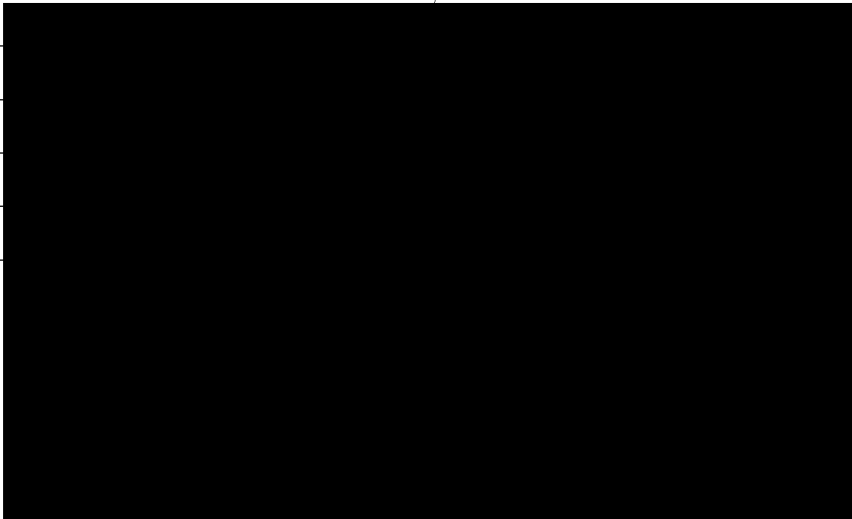
Referee #2

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Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	2002 - present

Referee #3

s 9(2)(a) OIA

Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	2009 - present

PURPOSE AND GOALS

Section 3.2 Question 1

Provide a detailed statement of purpose and goals that:

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

Mission Statement

We will enable students typically derived from disadvantaged backgrounds and educate them to become academics, professionals with relevant degrees, entrepreneurs and career-minded individuals. They will be resilient in outlook, sound in character and set goals that firmly structure them towards Tertiary Education (Trade Training - University), which in turn will enable them to have successful careers and businesses.

In addition, our students will be leaders in their families and local community. They will be generationally-minded and equipped to break cycles of defeat and poverty to create genuine hope and aspirations for their future and the next generation.

Vision Statement

To empower students to fulfil their God-given potential through character based learning and academic excellence in education

The goals of destiny school are:

1. To reverse trends of academic underachievement in disadvantaged communities, particularly amongst Maori and Pasifika children thereby setting new benchmarks in academic expectation and achievement
2. Academic excellence in education engagement and achievement for all students
3. A moral vision based on sound Christian doctrine that produces integrity of character, mental resilience and emotional maturity
4. Professional, effective goal-driven leadership
5. Qualified, effective and inspiring teachers
6. Strong partnerships between parents, school and community
7. Students will have a strong sense of God-given identity and purpose, i.e. that they are special and possess unique gifts and talents, and that they have something great to achieve in life
8. Graduates will be socially and academically relevant to New Zealand's social and economic goals as tertiary students, employees, business owners or entrepreneurs
9. A safe, exciting and highly motivated culture that sets high standards and expectations in an environment that rewards success and learns from failure

Student engagement and achievement in relation to the mission/vision

Education begins in the home, meaning our best efforts towards academic excellence and outcomes in the classroom must be reinforced within a supportive home environment. To that end, robust wrap-around support strategies into the home are essential; these include:

- Parent and family support and mentoring through a robust peer community derived primarily through our large faith based volunteer community (Destiny Church) which is relationally strong and professionally equipped
- Specialist support services where required, i.e. family and parenting programmes, budgeting services, social services, counselling, food-bank, advocacy and pastoral care

In partnership with parents, tailored academic pathways that tap the raw potential of individual students is provided so education is relevant and meaningful.

Each child has a clear sense of identity and purpose; that he/she is a child of God and has something great to achieve in life. Therefore, students are no longer defined by negative trends/influences that have been normalized in their world. Clear behavioural standards and academic goals/expectations create a powerful environment of motivation, pride, and achievement that goes beyond the school into every aspect of a child's life.

Specifically, we achieve this by:

- A strong emphasis on God-given identity and purpose produces a motivated and ambitious child open and eager to learn and participate
- Educating the whole person; i.e. spirit, soul and body creates a thorough approach towards the spiritual, mental/emotional and bodily health of every student
- A model of seamless education from Early Childhood to College that ensures no loss of learning through transitions; setting strong relational learning and engagement through community, i.e. whanaungatanga and manaakitanga
- The Cambridge Curriculum, which not only reflects our commitment to academic excellence but affords Maori and Pasifika students the opportunity to attain internationally recognised Cambridge credentials
- Cambridge provides a framework that compliments a range of teaching methods, and teachers have flexibility to choose and insert material that is culturally relevant and supports differentiated learning. Through the Cambridge Curriculum, students are exposed to knowledge that broadens their worldview
- A variety of pedagogies that are known to change learning outcomes for Maori and Pasifika students, which build genuine and productive learning relationships between teacher and student; students language identity and culture are affirmed
- Continuous Professional Learning increasing teacher knowledge and self-efficacy
- Teachers who are continually looking to identify a student's gifts and talents to tailor pathways towards potential careers
- A deliberate emphasis on building strong whanau relationships
- Creating a healthy, competitive environment encourages students to compete against themselves and others towards academic goals

Why we are proposing to open this school

The Partnership School model compliments our unwavering commitment to empower as many children as possible from low socio economic families (particularly Maori and Pasifika) to fulfil their God-given potential through quality education. Our commitment is proven through a decade of delivering education. In 2003 Destiny School was launched with one teacher and nine students. Today, our school caters for New Entrants through to Year 13. Our current roll has 78 percent Maori drawn mostly from South Auckland. Pasifika students comprise nine percent with the remaining a mix of ethnics, including NZ European. Notably, our tuition fees have never been determined by the "actual" cost of running a school, but what we believe parents could realistically afford. The church and goodwill of our teaching staff and volunteers accept a salary at 20 percent less than the State equivalent. Notwithstanding these limitations, we are very proud of what has been and is being achieved.

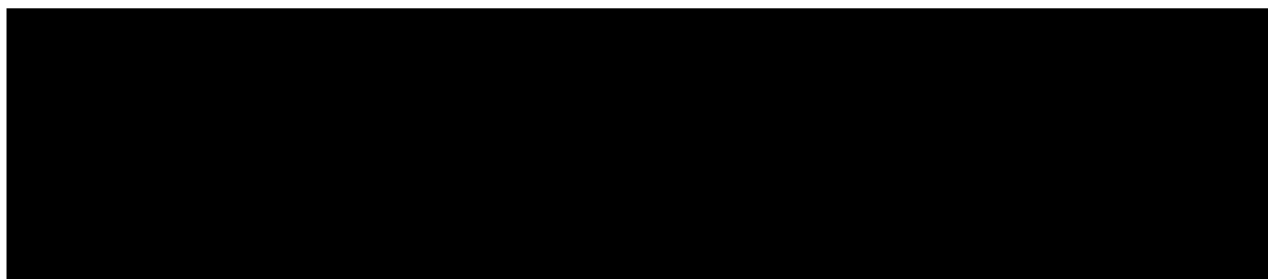
"The school is well led and managed. Self review is central to this school's commitment to student well being and achievement. The principal, manager and teachers are determined to realise their collective responsibility to support students to succeed." ERO Report excerpt 20/12/2010

"Student assessment information suggests that students starting school make accelerated progress and achieve well in reading and writing." ERO Report excerpt 06/10/2009

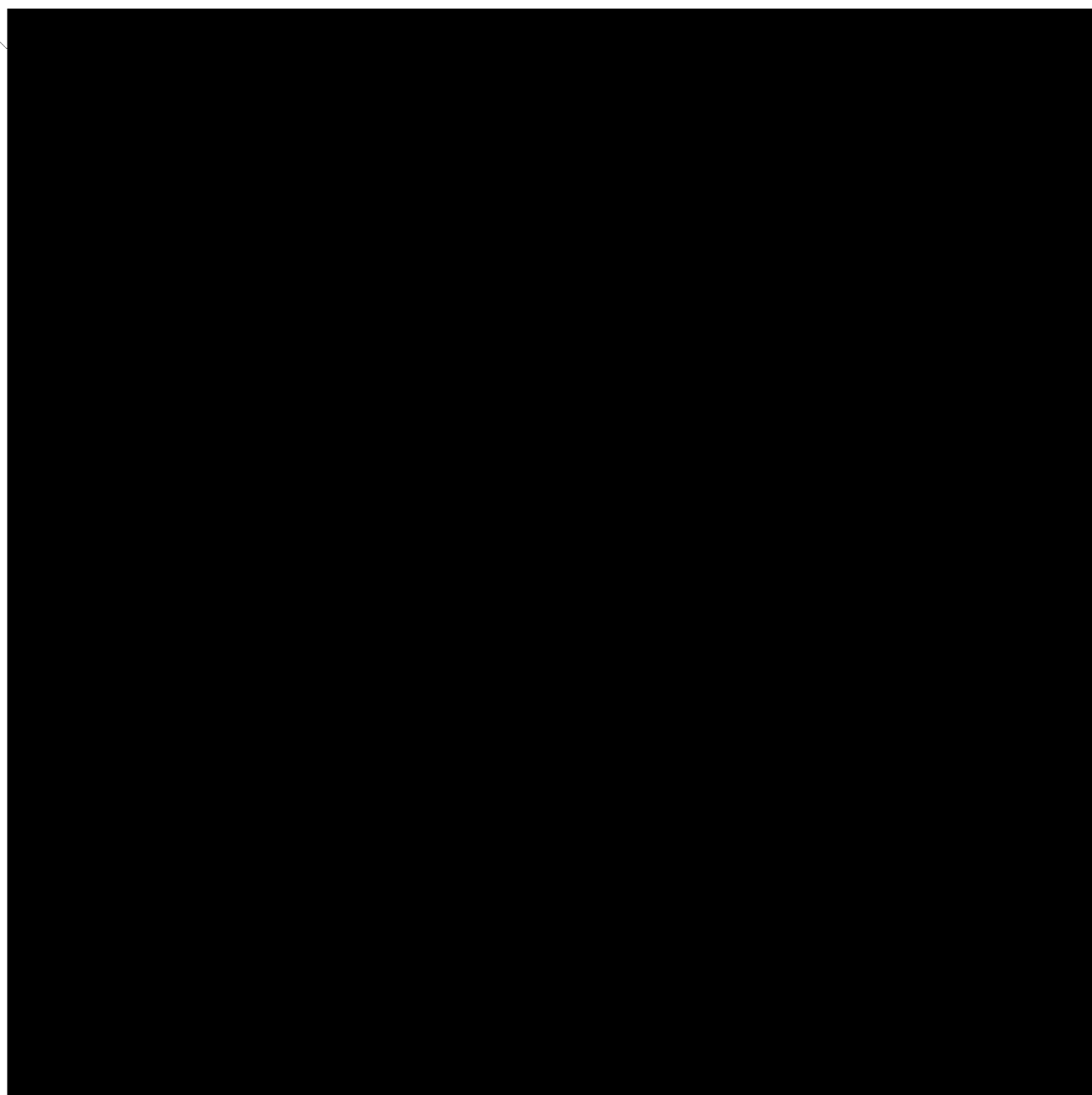
"Destiny School is making good progress in achieving its stated aims and intentions. The home and school partnership model is evident in school operations and is effectively supporting student achievement". ERO Report excerpt 26/09/2006

What destiny school outcomes look like

The students below represent our first batch of Cambridge Examination applicants.

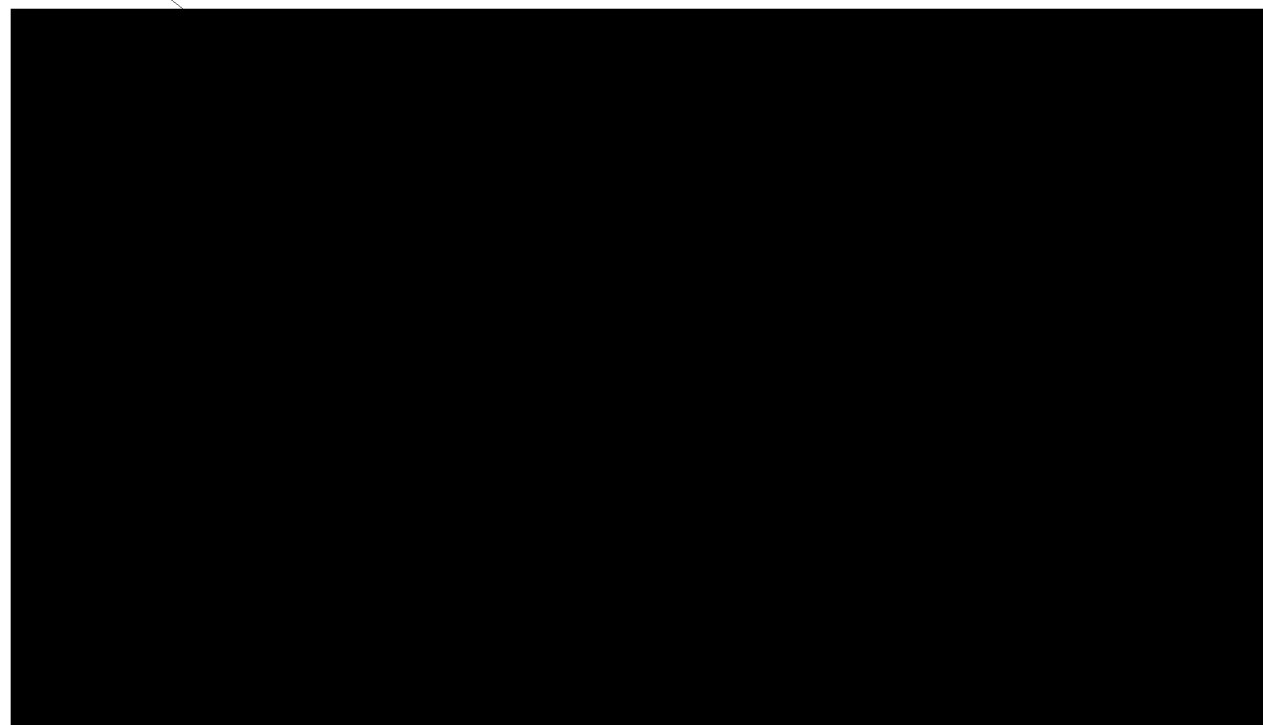


Current Head Boy and Head Girl



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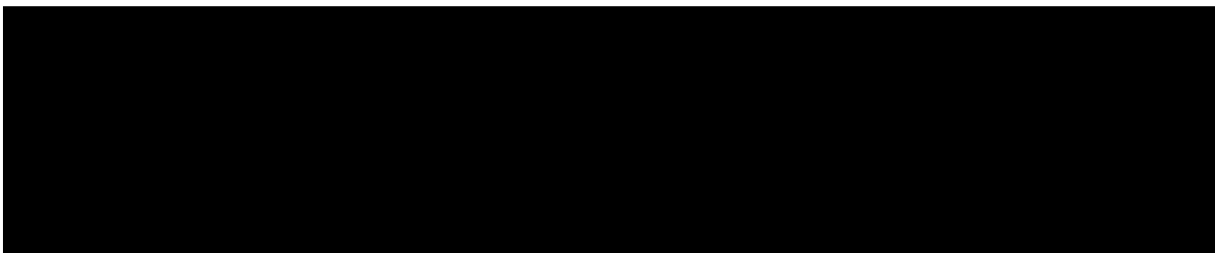
We believe as a Partnership School we could deliver exceptional results to a larger Maori and Pasifika student population that typically lag behind in academic attainment.

Note: Destiny School is not exclusive to Destiny Church members.

The following excerpt is from a letter of a non-Destiny Church parent whose child is currently at Year 11

"My husband is a Sikh from North-West India and I am a Kiwi born Catholic. We chose Destiny School because it offers academic excellence coupled with a strong character based education. No secondary school, other than Destiny School currently provides the Cambridge Exam Syllabus in Manurewa. We have seen our son become an enthusiastic, self organised, disciplined and motivated learner. He is so positive about his studies, teachers and classmates, he is setting and completing individual achievement goals." ~ [redacted] s 9(2)(a) OIA

Our students are engaged and love the Destiny School environment. Sadly however, the challenge of school fees has made it untenable for some parents who as a result, have been forced to withdraw their child(ren). Almost without exception, their children find themselves at advanced levels in the state system, and thrive based on the disciplines they developed whilst at Destiny School.



s 9(2)(a) OIA

In addition to the existing school roll, 143 children have expressed formal interest in joining Destiny School, with 94 of those children eligible in 2014. 79 percent of those future enrolments are Maori and 18 percent are Pasifika.

This year Destiny School relocated to Wiri in the heart of South Auckland. We believe we will make a discernable difference in education outcomes for Maori and Pasifika children and are excited about the prospect of partnering with Government towards that end.

Section 3.2 Question 1

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

Our Performance Goals:

1. Our goal is to progressively increase achievement in literacy and numeracy to 85% of learners at or above National Standards by 2017 or sooner. Students who enter our school with low attainment, whatever the year level, will achieve 'At or Above' National Standards within three years.
2. A minimum of 85% of students will graduate from Destiny School with a minimum of NCEA Level 2 or equivalent.

Achievements will be measured by:

- a) Source data which will include: e-asTTle, internal/external assessments and course work, teacher observations, student voice (conferencing) and parent input.
- b) Teachers determine 'Overall Teacher Judgements' which take into account all data sources and compare results against National Standards.
- c) Teachers compare and moderate between Cambridge and National Standards. Reporting is based on this comparison.
- d) Mid and end of year examinations.

All data gathered is entered into our Student Management System (SMS), KAMAR, which is analysed to inform and change practice, and to identify next learning steps for each student.

3. Graduates will enter fulltime employment, trade training or tertiary studies and be known for their work ethic and reliability.
 - a) We will monitor the progress of all graduates for 24-months. This data will provide insight into the success of our programmes and help us to continually improve student achievement, retention, life-long learning and quality of life.
 - b) We believe our graduates will contribute back to their school through mentoring, leadership and financial generosity in recognition of the contribution Destiny School has made in their life.

Section 3.2 Question 1

c) Outlines what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 1(b) above.

1. Family Wrap Around Support

Our broad faith-based community takes ownership of the achievement of our students and the wellbeing of their families. It is an unprecedented blanket of support that is relationally and professionally equipped to meet the needs of students and their families.

This is achieved through an extensive network of families throughout South Auckland who partner with student's families to provide relational support, genuine care and role modelling. Notably, our faith-based community who are predominantly Maori and Pasifika have made lifestyle choices to abstain from smoking, alcohol, gambling and drugs, and take genuine ownership of their children's education.

This community-based approach compliments our model of seamless education, whereby students learn within the context of supportive relationships that share the same values and aspirations.

2. Professional Expertise

Our *Family and Parenting Centre* is located on site, and provides unencumbered access to professional expertise such as parenting and child raising programmes, advocacy, counselling and budgeting advice.

3. Seamless Education

Our model of seamless education from Early Childhood to College ensures no loss of learning through transitions; setting strong relational learning and engagement throughout a child's educational journey into early adulthood. Nga Tamariki Puawai Early Childhood Centre is located on site and is a seamless feeder into Destiny School. While the school and pre-school are separate entities there is a genuine respect and collaboration between them. This goes a long way to establishing a strong educational foundation for our students, particularly Maori and Pasifika, while dismantling educational barriers that often exist between these two worlds. It also helps parents to become accustomed to the routines associated with learning and helps them to be aware that their child's real education begins before the formal setting of school.

4. Smaller Class Size

Small class sizes are important to our students to receive quality interaction with their teachers in an intimate classroom environment. Students at Years 1-2 comprise a maximum of 15 students per class and Years 3-9 comprise a maximum of 25 students per class. Years 10-13 comprise a maximum of 20 students per class.

5. Our Dynamic Culture

A strong sense of God-given identity and purpose in a disciplined and ambitious setting creates a dynamic atmosphere for growth. Adherence to sound Christian doctrine at every level underpins our environment of respect, rights and responsibilities, self-control, thankfulness, integrity and perseverance.

6. Emphasis On Attendance

We celebrate excellent attendance that is rewarded in the classroom and at assemblies throughout the year. Students and their parents/caregivers have a clear understanding of our non-negotiable of being at school every day, in full school uniform, and on time.

7. Extended School Day

We believe that one of the keys for improving student achievement is “quality teaching and more of it,” so extending the school day reflects this.

The purpose is to give students the opportunity to be involved in extra-curricular activities and provides the teaching staff with the flexibility to meet students’ needs through extra tuition and homework support. It also has the added advantage where students who traditionally leave school and go to an ‘empty house’ will be actively engaged in meaningful activities. We are mindful that not all South Auckland families have Internet access, therefore our extended school day gives students access not only to the internet but also our IT facilities.

8. Educating The Whole Person

Our Tripartite Education Programme (TEP) involves educating the spirit, soul and body towards a well-rounded, emotionally and physically healthy individual. The content of TEP is Bible-based and is the foundation of our character education.

Our seven strands of TEP:

- 1) Identity and Destiny: A thorough understanding of one’s unique God-given identity and purpose
- 2) Attitudinal Development: Developing great attitudes towards self, others, authorities, successes, disasters and failures
- 3) Economics: Financial intelligence that unlocks wealth creation potential
- 4) Vision: Harnessing the power of faith and vision to create a future without limits
- 5) Spiritual Development: Growing in spiritual awareness and maturity
- 6) Leadership: Developing the leader within, beginning with self-governance and then the skills to lead others
- 7) Preventative Health: Growing, building and caring for a body to last a lifetime

9. Individualised Education Plans

Students identified at risk of not achieving the equivalent National Standards within a year will have clear Individual Education Plans created in partnership with parents/whanau, teachers and other professionals where necessary. Again, our wrap around approach compliments this strategy.

10. Quality Teaching and Learning Environment

Our teacher/student relationship is recognised as fundamental to quality learning and assessment. Therefore we have a commitment to keep staff to student ratios high.

Our learning environment is fostered by teachers who are convinced that students can learn any subject, thus teaching students to put a demand on the learning situation.

Teachers implement proven pedagogies that clearly support Maori and Pasifika learners.

Teachers consistently reflect on their teaching through daily and weekly evaluations.

Our teachers are strongly committed to our vision and goals for education, and have already proven their commitment to go above and beyond for the success of our students. In return, management recognises our teachers are our greatest asset, and therefore implement robust Professional Development programmes to aid them in their ability to improve student

engagement and achievement. Team Leaders embrace innovative teaching methods and ways of bringing 'breakthrough in learning' which contributes to rapid improvement in student achievement.

11. Tutoring

One-on-one specialised tutoring is essential to close gaps in learning. Peer tutoring (tuakana/teina) that involves partnering knowledgeable students with proven achievements alongside students requiring support, who use metacognitive prompts to assist learning. This expands into forms of cooperative learning either homogenous, heterogeneous groupings (teacher generated) or interest groups.

12. Education Outside The Classroom (EOTC)

s 9(2)(a) OIA

Education Outside The Classroom is designed to develop confidence and strengthen character and resolve. Delivered by trained facilitators, these programmes take the form of Boot Camps (primarily involving students from Year 7-13) and are particularly popular with parents who report discernable behavioural and attitude improvement afterwards.

Typically, we run Boot Camps prior to the commencement of the school year, as a key factor in preparing students for the rigors of the academic year. EOTC broadens experience outside students comfort zones in a safe environment. These programmes have a direct bearing on a student's approach in the classroom. Students find these programmes highly rewarding.

13. Unlocking Inherent Entrepreneurial Flair

We view wealth creation through business and entrepreneurial gifts in Maori and Pasifika students as vitally important. Indeed, early NZ history describes Maori as being particularly entrepreneurial. To that end, business studies are an integral part of our curriculum from Year 1 - 13. Students have the opportunity to practice business skills in real life situations thereby empowering them to explore, recognise and seize business opportunities beyond the "factory floor" mentality.

14. Tertiary And Trade Training Pathways

Creating tailored pathways for our graduates into Tertiary, Trade Training or Employment is a priority. That process has already been underway in discussions with the MIT last year. In addition to strong partnerships with relevant Tertiary and Trade Training providers, our bigger picture thinking eventually involves Tertiary Level delivery of our own.

Exposing our students to a broad range of career opportunities is at the forefront of planning in the College, particularly as it relates to identifying raw gifts and talents so academic pathways are relevant to their future. Indeed, this strategy will be a priority for our CEO.

15. Sports Academy

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The Destiny School Sports Academy is set up to create a pathway for talented young sportspeople who aspire to become professional in their chosen sport or discipline. It provides opportunities for students to fulfill their potential not only in sport but in all aspects of their life. This programme provides professional development towards continuing education with a focus on sports, sports nutrition, sports psychology and personal development.

All Academy classes are programmed into the school timetable to enhance the performance of individual athletes by developing both physical and mental skills. These students become positive role models for other students within Destiny School. We are proud to say that we have future Olympians in the making. In fact, a number of our past and present students have already achieved at both national and international level.

s 9(2)(a) OIA

[REDACTED], HOD Physical Education, previously taught Cambridge Physical Education in the UK for six years. She says:

“This is the first time I have had a one-hundred percent pass rate, which demonstrates our students can compete with the rest of the world.”

BOXING

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RUGBY LEAGUE

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s 9(2)(a) OIA

In order for a student to remain in the programme he/she must attain a minimum of a 'pass' in at least 3 subjects as well as making academic progress in all other subjects at Destiny School. Students must exhibit an excellent standard of behaviour at all times, inside and outside of the classroom; maintain 85% attendance record at School and to attend all classes; continually demonstrate a high level of effort and skill to the satisfaction of the Sports Academy staff in all aspects of the programme.

We have a number of outstanding specialist coaches with many years of experience:

- [REDACTED] – NZ Youth Boxing Coach
- [REDACTED] – Manu Samoa Rugby Rep
- [REDACTED] is a
- [REDACTED] product of the Destiny Church Youth Mentoring Programme)
- [REDACTED] – Former NRL Manly Sea Eagles professional footballer and Junior Kiwi
- [REDACTED] – NZ Touch Rugby

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4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

4.1.2 Questions:

Part A - Proposed student population and educational need

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

2014 Roll								
Year Level	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10	Year 11-12	Year 13	Total
Current	19	33	31	18	24	17	9	151
Waiting List	37	13	13	14	11	6		94
Vacancies								55
Total	56	46	44	32	35	23	9	300

Primary and College Composition <i>*Vacancy spaces not included</i>	
Primary	146
College	99

Gender & Ethnic Composition <i>*Vacancy spaces not included</i>	
Maori	188
Pasifika	33
Other	24
Gender <i>*Based on existing roll</i>	
Male	72 (48%)
Female	79 (52%)

Note:

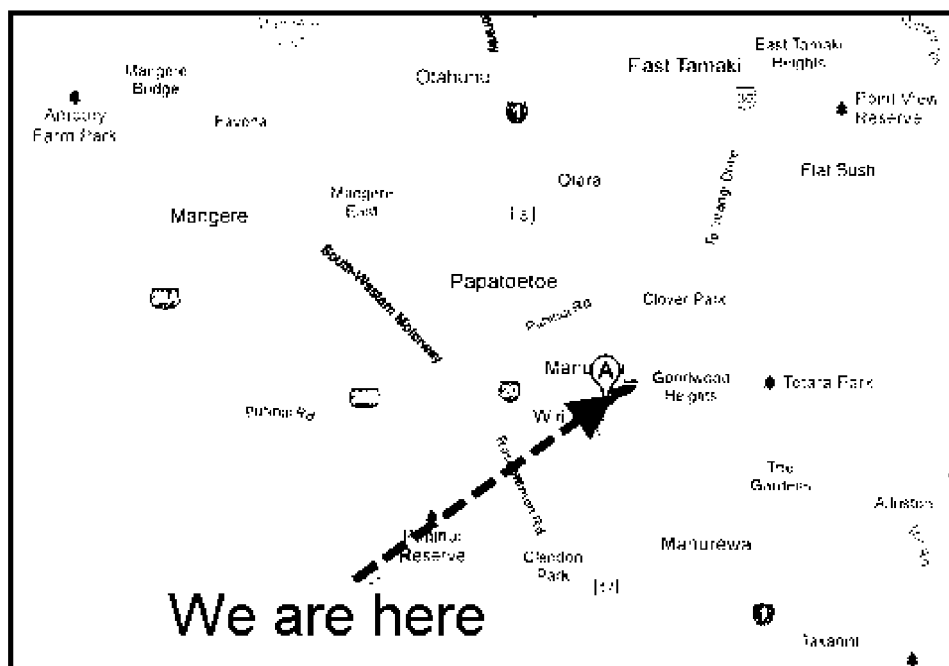
This information is taken from a survey completed in 2013 according to the combined year levels (as listed above) prior to receiving this application for Partnership School. To further break down the year levels would be speculative.

2. Provide detail on the following:

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

We are located in Wiri, Manukau, and intend to serve the wider South Auckland area. Local schools predominantly factor between deciles 1-4, with local suburbs ranking between levels of 8-10 on the deprivation scale (nearly half at 10).

Our mission is to serve children derived from low socio-economic families, and particularly Maori and Pasifika, we are ideally located for this purpose.



Druces Road is accessed via main arterial routes to Mangere, Otahuhu, Papatoetoe and Otara to the north and Manurewa to the south; is within minutes from Manukau's main centre, and easy walking distance to train and bus transport.

Our current student population and waiting list comes from this area.

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

Our model of seamless education from Primary to College allows students to remain with us for 13 years, meaning there is no loss of learning through transitions or change of learning culture, as well as providing feelings of security, belonging, and turangawaewae to strengthen wellbeing and self esteem.

Our focus on achievement is transcendent in that we are able to aim each students schooling towards success in their future careers by tailoring pathways to the child's inherent gifts and talents, utilising the Cambridge Curriculum as the basis of academic excellence.

However, we recognise that from Year 11 onwards, NCEA or other options such as Certificated Courses or Trade Training may be more suitable options for some students, thus complementing our tailored academic pathways specific to each student's strengths and our overarching goal of ensuring a minimum of 85% of student's will achieve NCEA Level 2 or equivalent. However, it is also evident that students that pass IGSCE do exceptionally well in NCEA Level 2.

Students 'Well Below' or 'Below' the National Standards equivalent, and who are not expected to achieve 'At' or 'Above' within the year, will receive Individual Education Plans according to their needs. They will still be a part of our Praemium Nike (Reward for Victory) (See pg25-26) but according to their individual goals.

We recognise that the quality of a child's home environment has a direct bearing on his/her ability to learn. To that end, the church community offers comprehensive 'wrap around' services to Destiny School children and their families, both onsite and at home. In this community environment for children and families, negative influences such as alcohol and drugs become the exception, not the norm, which assists towards changing social attitudes, standards, and expectations within the home environment. As a result students are resilient and able to see a different future for themselves.

At Destiny School we believe in the value of widening our students' world view beyond the local neighbourhood mentality. Through EOTC we offer our children a range of experiences outside the classroom that will broaden their view of the world and of themselves in this world. Examples include Adventure Education leadership camps, rafting, climbing, farming, and visits to other cities nationally and across the Pacific. Students will have opportunities to use their business plans from business studies to generate funds for international ventures to experience other cultures and communities.

- c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement;

For many children born into lack and a general sense of dependency, the value of education can be lost because it is not role modelled or fostered in the home environment. It is a repeating generational cycle. Therefore poverty and dependency becomes normalised and expectations towards education and all-round quality of life are set low.

Therefore, it is not just about providing a quality model of education but also fostering a change of attitude within the home towards education, and parents taking a more proactive and supportive role in their child's educational journey. For example, many parents lack the understanding of the building blocks of a good education i.e. the importance of quality nourishment, timeliness, attendance (students staying home to babysit) discipline and homework (and a place to do homework). So "education" in many respects can involve the family as much as the child, hence the importance of our wrap-around approach and quality support in the home.

Generally, there are few role models of high quality academic achievement at school and tertiary success, therefore it is essential that academic achievement is esteemed alongside sports and more popular forms of attainment.

Students have limited life experience beyond South Auckland. Education that exposes them to broader opportunities and lifestyles that reflect success, is vital in setting high goals and pursuing them.

Many students have limited language development due to a subsistence life-style, which is detrimental to self-esteem and limits a child's ability to learn.

Self-belief is crucial. In order for students to succeed they must first believe that they can. If a student does not believe in their own potential, there is little motivation to learn or set goals that lifts levels. Destiny School promotes a strong sense of identity and purpose through the culture of the school. Teachers foster success through their belief in their students and regular testing, goal setting and support for individual learners.

Our students develop a mindset and resulting habits that support educational achievement.

d) how you propose to attract these students.

For a decade Destiny School has a proven track record of delivering a unique model of quality education with a whole family approach.

With increased funding we see ourselves being able to provide a culturally rich curriculum and special interest subjects that would prove attractive to our Target Group and support many families/whanau aspirations to see their children succeed educationally.

Therefore our marketing strategy would include an outline of our uniqueness, and place curriculum subjects at the forefront.

We also believe hand-picked teachers who are passionate for our vision of education, would be one of our most effective marketing tools. Therefore we will take our product 'to the market place', so to speak, setting up information/enrolment stalls in strategic community places, at community events and malls.

Other marketing strategies include:

Accessibility

- Exploit Destiny School's location in the heart Wiri, Manukau City as a point of attraction for students. It is within close proximity to public transport i.e. both train and bus which allows a level independence for older students getting to and from school.

Visibility

- The signage at the front of the School is/and will be prominent, creating a market awareness of our location.
- Destiny school proposes to use a variety of media avenues that resonate with our audience i.e. Facebook, Twitter and Website.

Community Interaction

- Open Days / Evenings with a social focus i.e. around a hangi or umu.



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- Profiling of the School at inter-school events involving students i.e. (students 'advertising' to students through polished, enthusiastic performance) e.g. at Pasifika.
- Marketing through community events in Wiri, Manurewa and greater Manukau.

Direct Marketing

- Leaflet drops within Wiri, Manurewa and the greater Manukau area.
- Local media i.e. Radio, Manukau Courier etc.
- The School Prospectus.

Part B - Curriculum

3. Describe

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

Our curriculum of choice is the *Cambridge International Curriculum* which gives our children a competitive edge not just in New Zealand but around the world because we strongly believe all New Zealand children, including Maori and Pasifika, have the inherent potential to succeed on the international stage. Our Cambridge program reflects that belief.

All students from Year 1 - 11 are taught using the Cambridge Framework in the Core Areas of English, Mathematics Science and ICT. All students are expected to attain a pass in the English and Mathematics at IGCSE level and can then choose to either continue with CIE or NCEA from Year 12. We also plan to introduce a Trade Training pathway from Year 11.

Alignment of Cambridge International Curriculum to NZC and National Standards

The Cambridge Curriculum aligns with National Standards as outlined in '*Mapping the New Zealand National Standards and the Cambridge International Primary Programme*,' dated 29 June 2011, meaning Destiny School can report against the Cambridge Curriculum and the National Standards.

College students work towards Cambridge exams IGCSE, AS, and A levels, which align with NCEA Level 1, 2 and 3.

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

The Cambridge International Primary Curriculum offers a flexible curriculum with integrated assessment for Years 1 - 6. Cambridge Primary sets clear learning objectives in English, Mathematics and Science for each year of primary education. It focuses on learners' development in each year and provides a natural progression throughout the years of primary education, providing international benchmarks. It is also excellent preparation for the next stage of Cambridge International education, Cambridge Secondary 1 for learners Year 7 - 9. IGCSE and AS/ Levels from Years 10 – 13.

Additional programmes to be developed at all Year levels include:

- Te Reo me Tikanga
- Technology
- Media Studies (TV, Radio, Arts Fine/Performing)
- Business Studies / Financial Literacy

- Physical Education
- EOTC

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

Traditionally, Maori and Pasifika children are not expected to achieve academically at high levels.

Our Cambridge Curriculum scaffolds sequential and cyclical learning (Ako), is transparent, and for children, easy to conceptualise. It is a knowledge based curriculum, meaning the learning expectations are very clear, achievable, and easily reinforced and supported by students, peers, parents and teachers. This allows students to be rewarded for attaining learning milestones.

Our experience is that Maori and Pasifika students enjoy the competitive nature of Cambridge rigor. Success and the rewards of it are relative to the amount of effort put in, which is central to our culture of celebrating success.

While a structured curriculum, Cambridge allows teachers to achieve the same learning intentions and objectives using culturally relevant material, thus allowing Maori and Pasifika children to identify with that content. For those children, this makes learning meaningful, rigorous and ambitious.

Exposing Maori and Pasifika children to an Internationally esteemed curriculum engenders pride and self-belief by virtue of the fact that they are given this opportunity, and because of it they feel special. Notably, parents take a greater interest and sense of ownership of their child's education because they recognise the unique opportunity afforded them, much like a child given a spot in the development grades of a professional sports club, i.e. the Warriors.

This programme identifies needs of individuals through regular testing; areas of weakness are identified and targeted. Learning goals are set, and teacher's work with students to help them achieve these goals. Strong teacher/student relationships create an environment where students have the confidence to ask questions, allowing them to push past the 'cusp' of difficult concepts to create deep learning, which fosters self-belief.

The nature of the Cambridge Framework is ambitious and by virtue of its perception dismantles preconceived ideas that Maori and Pasifika students are unable to achieve academically. We have found the opposite to be true. Notwithstanding, we intend to provide NCEA pathways from Year 11 if deemed more suitable to the individual's ability.

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

Our model eliminates transition phases between Primary, Intermediate and College, thus ensuring there is no loss of learning. This pathway is even more effective for those entering Destiny School from Nga Tamariki Puawai Early Childhood Centre which is located on site, and works collaboratively with Destiny School in transitioning children and their whanau from Early Childhood into New Entrants class. This includes visits and classroom experience, and a formal graduation from Early Childhood into the school. The graduation involves staff from Destiny School and the child's family and friends.

Staff from the Early Childhood and School regularly collaborate in professional development and share the common cause of setting our children up to succeed in their schooling.

Creating tailored pathways for our graduates into Tertiary, Trade Training or Employment is a priority. That process has already been underway in discussions with the MIT last year. In addition to strong partnerships with relevant Tertiary and Trade Training providers, our bigger picture thinking involves Tertiary delivery of our own.

Exposing our students to a broad range of career opportunities is at the forefront of planning in the College, particularly as it relates to identifying raw gifts and talents so academic pathways are relevant to their future. Indeed, this strategy will be a priority for our CEO.

Part C - Learning environment and teaching

6. Describe your proposed instructional methods, including at a minimum:

a) any distinctive instructional approaches you propose to be employed;

As part of ensuring that all staff are using effective methods to improve student achievement we have a robust professional development, mentoring and appraisal programme. Professional readings on latest research and implementing successful methods of instruction enables staff to have a better understanding of the needs of our students through constantly reviewing what 'works well'. (Our 'Teachers Handbook' outlines 'Best Practice for Teaching Maori and Pasifika students').

We have found that a 'tutorial-based' approach is a very effective way of improving achievement particularly in mathematics for Maori and Pasifika students. We employ a range of methods where holistic learning experiences are context-based, learning that aims for mastery, material is broken into small chunks of knowledge and is applied in students' lives and therefore is relevant, which significantly helps to improve mathematical understanding and attitude.

Our teaching practices include tuakana/teina relationships where older or more able students teach, mentor and role model to younger students in an environment of ako where students support one another in their learning and shared knowledge. We use a mix of expert whole class teaching, small ability based grouping and heterogeneous grouping. This accommodates a wide range of learning styles and enhances student's identity as learners.

Furthermore:

- We have a purpose driven curriculum delivered by purpose driven teachers; excited and innovative with an unwavering belief and expectation of success for every student.
- School/whanau partnerships place learning at the centre.
- The pursuit of academic excellence where all children can experience success despite their socio economic backgrounds and/or previous educational experiences
- A unique character based curriculum; our philosophy of learning and teaching that holistically addresses the intellectual, social, emotional, physical and spiritual development of our pupils.
- An environment that empowers individuals and embraces potential, recognising the gifts and talents within each person.

- A people and a place that has a spirit of excellence and intent; excellent teaching and excellent learning
- Our “Praemium Nike” (Reward for Victory) programme is incentive based. It is a character building programme that celebrates and rewards success and integrity, particularly in the areas of academia, community, cultural and sport
- Quality outcomes that are achieved through quality time, quality teaching and more of it. We intend to extend the school day.

Combined with all this we focus on student centred learning activities, clearly communicated learning intentions, criteria for success and the benefits arising from success.

- b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels; and

Best practice for teaching Maori and Pasifika students ensures metacognition, that is, students thinking about their thinking. This enables tuakana to perform at very high levels and teina to reach higher levels. The mix of approaches (Whole class, homogeneous, heterogeneous) enables expert teaching targeted learning and learner identities remaining positive, all of which leads to proficiency.

Students identify areas that they need to work on and set clear goals which enables them to see what they have achieved and what the next learning is, and so on.

Students become disciplined and organised through the Praemium Nike reward programme, resulting in increased academic success and strength of character for all students.

Students learn through real life contexts and apply what they have learned to real life situations. Small groups allow children to focus on specific learning with less distraction.

- c) help produce the educational outcomes anticipated in the school's goals.

We believe Destiny School students will achieve the educational outcomes stipulated in our goals based on a track record of success with very limited funding and resources; our proven passion to deliver results in spite of previous limitations; and because a Partnership Model provides the resource required to deliver with even greater success.

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

If given a choice, most parents would send their child to a school that offers effective and esteemed qualifications, is safe, and that has a reputation for success. Destiny School is well on the way towards this reputation. As a Partnership School, that reputation can only strengthen.

Destiny School has and will engage teachers from a range of different ethnic groups and within it, have strong Maori teachers who are fluent in the te reo me nga tikanga. We have a wealth of talent and expertise within our current teaching staff and school community and believe without doubt that our Maori/Pasifika students will emerge with an understanding of their cultural identity.

Destiny School offers strong male role models and has teachers who have a story to tell, with many of its staff having risen from poverty and dysfunction to teach and forge a pathway for children from similar backgrounds. Destiny School's teachers know how to connect with their students and their families, and are an inspiration to students and

parents alike. This 'realness' and connection builds trust, which leads to greater commitment in the common goal, children's learning.

Destiny School is passionate about making a difference in South Auckland. We believe that strengthening families strengthens children which is why strong peer (Church relational networks) and professional support (Family and Parenting Centre) is part of our education package.

We provide opportunities for families to come together and learn together through religious and cultural activities, sports and family-based events. Our recent Neighbours Day event shows our belief in, open doors - open teaching!

We also believe that every person has value and has something to offer their child's education so we welcome community volunteers. We offer opportunities for families to eat, learn and grow together.

Destiny School offers a wireless environment of Ultra Fast Broadband (UFB), and access to relevant technology and ICT learning, which is very appealing given the prominence of technology in children's lives. This provides our students with opportunities to succeed in a future technological age that we have not yet walked in. The future technology is uncharted so we understand the importance of problem solving as the key to using ICT effectively. We understand the importance of parents understanding the digital age and will offer our expertise to the parents who desire to learn alongside their children in this area.

We also offer a transition to school programme that provides a good model of entry to school for students and parents. The value of such a programme provides parents with little educational background and knowledge an opportunity to integrate into an academic environment and to gain skills to support their child's success.

From the established culture of the School, students will have a purpose and believe that they can succeed. Students will realise that they are as responsible as teachers for their success, which will result in self-management, and a desire to do well, because they can.

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

Students have a genuine sense of ownership of their school and the values and aspirations it represents. They are proud ambassadors, representing themselves and their school with confidence.

They feel they are heard and what they have to say is valued; "How can we make our school even better!"

Students thrive in an environment of competition where success is celebrated and rewarded. Failure is not avoided but viewed as important for character development and learning, and an opportunity to try again.

In this environment the learner knows what is expected of them and how to meet those expectations, academically, behaviourally, creatively and socially. The learner feels accepted by the teacher who regularly reinforces their potential. The learning environment is exciting; where creativity and problem solving is part of the learning culture. "There are no barriers to learning, only ways to overcome!"

Education becomes a meaningful part of their lifestyle. There is a sense of anticipation about coming to school. The learner will see that the classroom environment is organised, the teacher is well planned, and it is clear what will be learnt for the day and

what is expected for homework. Progress will be evident to the learner. They will know what the next learning step is.

A child's experience is a genuine sense of partnership between the school and their parents/caregivers, which creates stability and confidence in their learning process.

9. Outline the school's planned self review processes.

The self-review process spans a two year cycle. A number of techniques will be used including SWOT at the various levels (Teaching Staff to the Governance Board).

<ul style="list-style-type: none"> • <u>Curriculum</u> • Numeracy (major) • Science • The Arts • Cambridge (delivery and assessment) • Communication with parents • (Related PD and resources) 	<ul style="list-style-type: none"> • <u>Curriculum</u> • Literacy (major) • Technology and Trades • TEP (Special character) • NCEA (delivery and assessment) • Community classes and connections • (Related PD and resources)

Review Processes

Self- review is a major part of Destiny School's planning process and reporting to the Board on student achievement.

There are two general aspects to how we assess, or evaluate the effectiveness of what we do and how well we do it. This baseline data/information identifies students needs and informs amendment and improvement of practice.

The two aspects of our review process are:

- *Quantitative:* Review of compliance of good practice based on an audit of documentation including policies and procedures
- *Qualitative:* Review of the quality of the school's practice/performance in a given area, and how that contributes to better learning outcomes for students e.g. presenting and assessing learning programmes, managing the school environment.

"The school is well led and managed. Self review is central to this school's commitment to student well being and achievement. The principal, manager and teachers are determined to realise their collective responsibility to support students to succeed." ERO Report excerpt 20/12/2010

Curriculum and Assessment

Curriculum self- review:

As part of the annual planning cycle Team Leaders and The Management Team evaluate the school's programmes in terms of meeting achievement aims and addressing learning needs of students prior to setting new targets for the year ahead.

Within the cycle of school-wide self-review, areas of the school e.g. Junior Primary, Primary etc. are assessed in a snapshot. In this way all aspects of how a curriculum area is planned, resourced, organised, and how effective it is in delivery and assessing is evaluated.

The Annual Review Process

Team Leaders and Management gather data related to the following key areas Curriculum coverage, assessment, reporting, resources, personnel, administration, student management.

The Review Cycle

As part of the school's cycle of review all parts of the school's operation will be evaluated. Major curriculum areas over a three or four year time frame with only two or three full curriculum areas being reviewed in any one year.

In this way we can be sure that subjects and departments (Junior Primary, Primary etc.) are fully complying with the School's procedural requirements, Board expectations and able to provide feedback on student achievement. These reviews are conducted by Team Leaders who report back to the Management Team.

The CEO reports comprehensively to the board regarding student achievement and school operations.

The board conducts its own review cycle.

Part D. Student progress and achievement

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

- International General Certificate In Secondary Education (IGCSE)
- Advanced Subsidiary (AS)
- Advanced Levels
- NCEA Level 1, 2 and 3

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

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

Cambridge Primary Checkpoint

Cambridge Primary Checkpoint offers feedback on a 'learners' strengths and weaknesses in the key curriculum areas of English, Mathematics and Science. The tests are marked and moderated by Cambridge, providing us with an external international benchmark for learner performance. The feedback gained from Cambridge Primary Checkpoint is an invaluable source of information for learners, parents and teachers. Learners and parents will have a transferable indication of academic progress and achievement. Schools will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Primary Checkpoint.

Cambridge Primary Checkpoint tests are available in English, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning in the Cambridge Primary curriculum frameworks for English, Mathematics and Science.

ICT Starters

Information and Communication Technology (ICT) is now part of the educational experience of learners in most parts of the world. It is taught at Destiny School as a subject and embedded within the curriculum. ICT is regarded as a new 'literacy', alongside reading, writing and numeracy and therefore the foundations need to be taught at starting at the Primary Level.

Cambridge ICT Starters are designed to introduce learners, within Cambridge Primary and Cambridge Secondary 1, to the key ICT applications they need to acquire that literacy and to understand the impact of technology on our daily lives.

The syllabus provides a curriculum framework in which ICT competence can be developed. Modules are taught according to the needs of each learning situation and age of the learners – across the curriculum or as a separate course of study.

Students use ICT to communicate, handle information, model and control. They develop key ICT skills in a range of applications including: word processing, computer graphics, databases, spreadsheets, email, internet, presentations, video/animation and web authoring. Through Cambridge ICT Starters, students learn ICT practical skills; also they learn to consider wider issues such as adapting their work according to the audience and internet safety.

The qualification offers a structured scheme of assessment, operating at three levels:

- Initial Steps
- Next Steps
- On Track

At each level, a Cambridge ICT Starters Stage 1 or Full Certificate is available.

Cambridge ICT Starters has been mapped against prescribed ICT standards in a number of countries, so that the skills and knowledge assessed reflect the competencies demanded internationally.

Cambridge Secondary 1 Checkpoint

Cambridge Secondary 1 Checkpoint tests are for use at the end of Cambridge Secondary, Year 9. They are marked and moderated by Cambridge and provide Destiny School with an external international benchmark for student performance. Cambridge Secondary 1 Checkpoint enables feedback to be provided on a learner's strengths and weaknesses in key curriculum areas. Feedback of this kind is an invaluable source of information. Students receive a Statement of Achievement which gives an indication of their academic progress during this education stage.

The diagnostic reports generated by Cambridge Secondary 1 Checkpoint enable Destiny School to:

- Tailor individual learners' learning programmes
- Monitor group and individual performance
- Provide information for reporting to parents
- Compare the performance of all learners taking tests in that session
- Manage learning programmes within schools as learners move between schools
- Predict performance in learners' formal examinations

The test feedback measures a student's performance against a number of variables including how a learner performed in relation to:

- The curriculum framework
- Their teaching group
- A whole school cohort
- Previous years' learners

The report on a candidate gives:

- A Cambridge Checkpoint score for the whole subject
- A Cambridge Checkpoint score for each main topic/skill
- A list of the questions (and the sub-topics/skills) where the candidate's performance was particularly strong or particularly weak
- A statement of achievement

The report on a teaching group gives:

- An average Cambridge Checkpoint score for the whole subject
- An average Cambridge Checkpoint score for each main topic/skill
- A list of sub-topics/skills with comments on the performance of the group
- The Cambridge Checkpoint scores of each candidate on the subject and on each main topic/skill
- The marks scored by each candidate on each question

The report on a school gives:

- An average Cambridge Checkpoint score for the whole subject
- An average Cambridge Checkpoint score for each main topic/skill
- A list of sub-topics/skills with comments on the performance of the learners

Cambridge Checkpoint tests are available in English, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education.

IGCSE - International General Certificate in Secondary Education

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learner's excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Destiny School can offer any combination of subjects. Each subject is certificated separately. Cambridge offers 70 subjects, including more than 30 language courses, offering a variety of routes for learners of different abilities. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Assessment for Cambridge IGCSE includes written and oral tests, coursework and practical assessment. We use both internal coursework and external assessments/examinations depending on the subject selection and their requirements. Coursework is set and marked by the teacher and externally moderated by Cambridge.

Our staff have been trained by Cambridge, to mark coursework and may carry out this assessment. Any staff member who wishes to teach a CIE subject must be trained for coursework.

In most subjects there is a choice between core and extended curricula, making IGCSE suitable for a wide range of abilities. Each learner's performance is benchmarked using eight internationally recognised grades. There are clear guidelines which explain the standard of achievement for different grades. Cambridge IGCSE examination sessions occur twice a year, in May/June and October/November. Results are issued in August and January.

AS/A Level - Advanced Subsidiary / Advanced Level

Cambridge International AS and A Levels are internationally benchmarked qualifications providing excellent preparation for university education. They are part of the Cambridge Advanced stage.

They are taken in over 125 countries and offer a choice of 60 different subjects. Cambridge International AS and A Level qualifications are widely recognised and valued by universities and employers alike.

Cambridge International AS and A Levels are flexible. Through it, we could offer almost any combination of the wide choice of subjects available. Students would have the freedom to select the subjects that are right for them - they either follow a broad course of study, or specialise in a particular area.

Cambridge International AS Levels have half the content of the corresponding Cambridge International A Level and may be completed in one year. Schools can offer Cambridge International AS Level as a qualification in its own right or as a stage on the way to Cambridge International A Level. Students can study Cambridge International AS Level alongside other subjects to increase breadth in the curriculum and build further knowledge and understanding to other subjects they are studying at Cambridge International A Level.

Students can choose from a range of assessment options:

Assessment options	
Option 1	Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the second year of study
Option 2	Take a 'staged' assessment route – take the Cambridge International AS Level in one examination session and complete the final Cambridge International A Level at a subsequent session*
Option 3	Take the Cambridge International AS Level only. The Cambridge International AS Level syllabus content is half a Cambridge International A Level programme.

NCEA

Destiny School has started the process of implementing NCEA. Students have had the opportunity in addition to the core CIE subjects of English, Mathematics Science and ICT enrol in 'Correspondence school' and access subjects offered for NCEA. This has widened our curriculum and we have found better suited some of our students. We intend to explore NCEA as appropriate to the needs of our students in the future.

ASSESSMENTS

We assess students and teach them at the level they can achieve with confidence and progress them towards the goal of achieving 'AT' or 'ABOVE' National Standards.

In order to obtain the greatest level of accuracy in our reporting to parents on student achievement against the New Zealand National Standards, the Junior School reporting system will be as follows,

- Year 1 will be reported on at 6 weeks, 6 months and after 1 Year at School.
- Year 2 will be reported on at 6 months and after 2 years at school.
- Year 3 will fall into a normal reporting cycle as it flows best with our Cambridge Exams.

Within 3-weeks of a child turning six and seven, they will receive a full written report on their achievement against National Standards. Our mid report will show how they are progressing; a snapshot, as such, and our New Entrants will receive a settling to school report at 6 weeks.

The Assessment types we will use to measure Student achievements are:

- Junior Assessments
- Running Records
- Six Year Nets
- Essential Words Lists
- Schonell Spelling Test
- Unit Pre/Post Tests
- Maths – J A M
- NUMPA
- Writing Samples assessed by Writing Rubrics

Senior Assessments:

- Unit Pre/Post Tests
- Writing Genre Samples
- Mock Test/Exam Papers
- Schonell Spelling Test
- Running Records/Probe Tests
- Collins Maths Exams & Student
- Detailed Unit Evaluations
- Student Self Evaluations
- Collins Mental Maths (IKANs)

KAMAR

All results are entered into our Student Management System (SMS), this data can then be presented in various forms for reporting. This system makes it easy for teachers to track individual student's progress and provides a valuable record for parents.

Reporting To Parents

All students receive a Mid and End of Year Report with a written comment NB: Students who turn six receive a written report within two weeks of their birthday.

Parent Conferences are held in Terms 1 to 3. These conferences communicate to parents where their students are and the next learning steps.

Focus:

- Term 1 is about Goal Setting for the year,
- Term 2 about Mid-Year examinations
- Term 3 End of Year examinations.

Parent Meetings are also held throughout the year to communicate important information, especially for students who are sitting IGCSE or AS/A Level Examinations

These assessments will be tracked using the KAMAR student management system which shows class data in graphs and other statistical forms.

Using this data the school reports feedback to:

Parents – through:

- Portfolios
- School Progress Reports
- Meet the teacher & Parent & Child Conferences

Colleagues:

- Teacher Assessment Portfolios
- Team Meetings to discuss and strategies how to use the information to help students in need.
- Staff meetings

Governance Board:

- The CEO and Principal's report on Student Achievement through detailed analysis of cohort data, showing trends and areas for improvement which may require resource allocation.

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

Evaluation goes hand in hand with teaching practices, as teachers consistently review their practice and the progress of their students. Staff meet in syndicates to mine assessment data and to share knowledge and teaching strategies across Year levels. Team leaders meet with the Principal to collaborate on programme planning based on this data. This enables informed decision-making for resources, staffing, curriculum development and school-wide planning. School-wide planning reflects our goal for seamless education whereby, each teacher knows the demands of the school from the Junior Primary through to

the College. This promotes urgency and determination in each teacher to ensure their students succeed.

Each term the CEO reports to the Board on student achievement, highlighting trends and progress and requirements at each level across the school. With this information, the board can strategically plan and budget with accuracy.

During Syndicate meetings students of academic and/or behavioural concern are discussed and ideas on how to improve the achievement of individuals, new teaching or behavioural strategies are shared as a team. These teaching strategies are reviewed at the next meeting and student achievement closely monitored, e.g. weekly test marks.

Once the assessments have been completed, the information gathered is used to group the children e.g. Instructional Reading Groups, Ability Based Maths Groups. The Assessment data is analysed at the classroom level and used by the teacher to inform next steps and planning. Gaps are identified and programmes are adjusted accordingly to meet these needs e.g. A student is reading below their chronological age – the Running Record and High Frequency Word test reveal that student doesn't know many of the basic High Frequency words needed to read books at the required level. The teacher notes down the words that are needed and targets those words in the books that student will be reading and the word activities he or she can do independently.

Specialist Learning

The children are assessed on their Phonological Knowledge. This data is used to develop a Phonics programme for those specific needs. The children are streamed across the Junior levels so that children who need Stage 2 Phonics Knowledge go to the class that is doing that stage as do the children in Stage 3 and 4.

The children are then taught how to apply this new knowledge in their Reading and Writing, such as: making lists of Word Families, learning the meanings of these words, using the words correctly in sentences and making stories with these sentences.

As the Phonics, Spelling and High Frequency Word programmes are the same across the Junior Syndicate the children become familiar with the terminology and assisting illustrations.

New resources are available to our children to meet their Phonological needs i.e. Steps to Learning Programme which is a New Zealand developed computer programme. This programme is tailor made to target specific comprehension, spelling and dyslexic needs. Targeting Learning needs is essential. The above assessments show when children have b/d confusions.

If children have been identified as having dyslexic tendencies, specific resources can be put in place to help them i.e. Letter formation charts of b & d on the walls and in their books, handwriting activities that teach them how to make the correct letter formations & reversal activities on the 'Steps programme'.

The above assessments also reveal potential physical problems that can hinder the students learning such as:

- Eyesight
- Irlens

- Hearing
- Sensitivity to sound or light

Being aware of these needs allows the teachers to design activities to suit the students.

For example:

- Printing the worksheets on coloured paper for Irlens children or have a coloured overlay.
- Children with poor eyesight can sit at the front of the room/mat and have a learning buddy to help them.
- Use large Plasma Screens and use coloured displays rather than black on white.
- Place children with light sensitivity away from the windows.
- Children with sound sensitivity work in a quiet corner rather than large groups.

To meet the needs of the students, ability based groups is best in Maths so the knowledge needed can be taught at a level they can understand such as; how to add 2 two digit numbers. However, heterogeneous groups can assist students with their mathematical identities.

Reading comprehension is one of the most essential areas of learning. The Running Records tell us what specific areas children are having difficulty with (retelling, making connections, finding information from the text, making inferences) and which cueing systems are weak. Knowing which children are having difficulty with retelling a story means those children can focus on recounts when in reading groups. The Assessments also reveal children at the top end of achievement which means the teachers can develop a programme that extends their learning.

4.2 SUPPORT FOR LEARNING

4.2.2 Questions:

Part A – Parent / Family / Whānau / Community involvement

1. Describe how you propose your school will:

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

Diligence in attendance levels, timeliness and full uniform is something of a mantra school-wide, from enrolment, induction and throughout school life.

Emphasis is placed on 100 percent attendance records from enrolment, underpinned by a formal commitment from parents and student to uphold this standard as a responsibility to self, family and the school community.

Excellence in attendance is celebrated in the classroom, and as a community during assemblies where students are positively acknowledged as a example to others.

Absences from school, or from class are immediately recorded in the School's SMS. A robust process of follow-up and verification involving teachers, administration and pastoral staff (staff assigned to work with, and support families of the school) provides strong checks and balances towards accountability for students and families. Appropriate consequences occur for unjustified absence, which reinforce to the individual, peers and parents that attendance is a non-negotiable in our environment.

The Principal and Team Leaders regularly check and use the comprehensive Student Attendance Reports, generated by the School's SMS, as part of their evaluation and planning for students who are 'Below' National Standards.

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

Our desire is that Destiny School would be much more than an education facility, but a part of everyday life for students and their families. This approach is supported by other services available on site, such as regular church activities, Early Childhood Centre, state-of-the-art boxing gym (Supercity Fitness), Family and Parenting Centre, weekly youth events and mentoring, sporting activities and the numerous community events run around the school, i.e. Neighbours Day and Easter etc.

In all of this activity, news and information pertaining to the school is evident, including enrolment opportunities, notable student achievements, and information.

School Open Days and events such as Sports Days and Special Performances invite strong whanau involvement with plenty of notice so that families can treat events as genuine family occasions, inviting involvement from broader family and friends, which brings tremendous joy and satisfaction for children and parents alike.

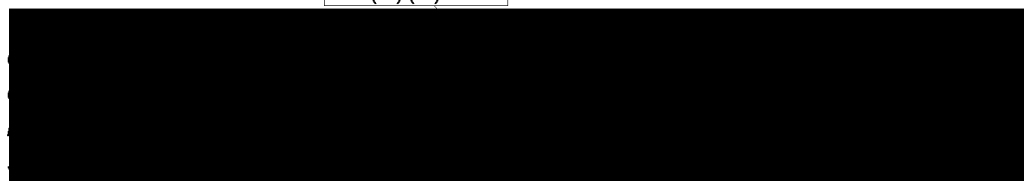
Parents wanting to contribute their gifts and abilities to the organisation or running of school events, or classroom activities are welcomed and given every opportunity.

Effective communication between the school and parents is achieved in many ways, with no single method being entirely relied upon. This includes:

- Parent Conferences which are an important time for teachers and parents to connect and communicate
- Notes home to parents will often include a response portion to ensure that parents have received important information
- A digital newsletter direct to your inbox based on a one-off free newsletter subscription via the school's website
- Email and text message communications between teachers and parents
- Notices at large events
- An updated daily calendar of events available 24/7 via our website
- A social media presence via Facebook and Twitter
- Regular updates of contact details ensures our database remains current and effective

As previously stated, because the church has strong family networks throughout South Auckland that gather regularly to offer support, encouragement and mentoring, there is an unprecedented blanket of support for families of children enrolled in the school. This kind of relational support comes into its own in times of crisis or need, and can often be the difference between getting through tough times, or not.

s 9(2)(a) OIA



- 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; and

From the time of a child's enrolment, our priority is to develop meaningful bonds with parents and whanau with longevity in mind.

From the outset, supports that are required in the home are identified and offered, whether that is simply the opportunity to connect with other whanau in the church and school community, or more specific, specialised support such as Parenting Workshops, counselling or budgeting that is offered through the Family and Parenting centre. We have found that as family needs are met, stress within the home is reduced and this has a positive impact upon students outlook and ultimately their learning.

Teachers are passionate about equipping parents to compliment what is being taught in the classroom, and to provide an environment for their children conducive to learning through homework and educational activities in the home.

Destiny School presents a range of supports and opportunities to be involved in the learning process, this includes;

- Parent evenings with emphasis on educating and informing parents how to better support their children's needs
 - Personalised meetings between teachers and parents
 - Access to school resources that support learning
- d) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

We utilise a range of communication methods to provide parents and the school-wide community with timely information on the school's progress and achievements. This includes:

- Report evenings to parents and whanau
- Annual Principal's and Board Reports publicised on the School's website, and in the School's prospectus
- Informative updates at assemblies and prize giving
- Education Review Office Reports publicised on the School's website
- Exam results and student achievements are also publicised through the School's website

Part B – Community Participation

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

Destiny School has established networks with a wide variety of agencies to serve the needs of our students. Agencies include:

- ACSNZ – Association of Cambridge Schools NZ
- Primary Principal's Association
- College Principal's Association
- ERO – Education Review Office
- MOE – Ministry of Education
- CYFs
- Te Whare Wānanga o Awanuiārangi
- Te Whanau O Waipareira
- NZ Christian Schools Association
- Kiwisport New Zealand
- BLENZ – Blind and Low Vision Education Network
- College Sport
- NZ Police – Education In Schools
- Road Safety
- Mobile Dental for Schools
- Public Health
- Special Education Services
- MIT
- NZ Boxing Association
- Sport Auckland
- Mt Wellington Rugby League Club
- Pakuranga Athletics Association
- Nga Tamariki Puawai Early Childhood Centre

Having recently relocated to Wiri in the heart of South Auckland, we are excited about developing local networks to benefit our students and local community, and see this as an important aspect of a Partnership School model.

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

We expect the established relationships with the above organisations to continue, but are intent on exploring new networks with community organisations to enrich the learning opportunities of our students.

Part C – School Organisation and Culture

4. Describe the principles of how the school will be organised and how this will support student learning.

Destiny School is organised to ensure 'seamless education' from Years 1 – 13. At Destiny School seamless education goes beyond 'educational transitions'. It is about collaboration between year levels and areas of the school, resulting in teachers having a clearer picture of the educational demands required by the curriculum, at each year level. This supports planning and strategizing by Senior Management and Team Leaders for improving student achievement across the school.

Our intention is that all staff are working in their area of 'expertise', passion and gifting. This 'enthusiasm' is 'caught' by the students.

The school is organised into four main areas:

- Junior Primary: NE - Year 3
- Primary: Year 4 - 6
- Junior College: Year 7 - 9
- College: Year 10 - 13

s 9(2)(a) OIA

Our Management team will be driven by the expertise of our CEO (██████████, CV attached) and Principal (Terry Senior, CV attached), who between them possess over 60-years in education. Indeed, they are master teachers and managers with particular experience in educating low socio-economic students. Their complementary strengths cover all facets of pioneering a Partnership model, and represents a powerful model of leadership unity. Together, they are committed to doing whatever it takes to establish a successful Partnership school.

The Principal oversees the school and works with the four 'Team Leaders' appointed over each area. They are responsible for the day to day running of that team. Each team leader understands that improving 'Student Achievement' is the 'Overarching Goal' and that all decision making is based on this premise. Therefore, they provide effective professional leadership, role model quality teaching, implement policies and support staff and students within the context of the school charter and strategic plan.

Team Leaders responsibilities include:

- Setting annual goals and targets, and plan programmes within the Teaching Team, meeting Cambridge Curriculum requirements and the school's Strategic Plan.
- Understanding the implications of meeting the needs of our predominantly Maori and Pasifika students by regularly reviewing the curriculum content, planning/assessment and delivery.

- Integrating and planning programs for students with special needs.
- Developing responsibilities and delegating tasks as appropriate to the teaching team.
- Building and sustaining professional relationships within the teaching team and across the school, to ensure there is no loss in learning between areas.
- Motivating and encouraging staff to effectively deliver the curriculum to improve learning outcomes for students.
- Effectively communicating with colleagues, whanau and students

Across the school, staff have 'Positions of Responsibility', depending on passion, training and expertise. This supports a disciplined learning environment, student safety and clear direction, which facilitates the effective running of the whole school.

Staff who have an interest in taking a position of responsibility will be given Professional Development.

Every staff member employed or in a voluntary capacity, are considered role models; thereby, providing students with examples of appropriate conduct, work ethic and lifelong learning. Therefore, 'student learning' is encapsulated in the culture and structure of the school. Every volunteer is overseen by a Team Leader and the Administrators report directly to the Principal.

The Junior College and College students from Year 7 -13 are vertically grouped into Progressive Ongoing Development classes (PODs) and they form part of the pastoral care network and organisational structure. POD teacher's work with the students and parents to ensure that each student has the support and supervision to set and achieve all academic and social goals. The POD classes contain no more than 15 students.

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

Proposed School Calendar

Our proposed school calendar for 2014 reflects a similar structure to traditional school terms and includes:

- A Four Term Year
- Exam Times
- Assessment
- Professional Development
- Parent - Teacher Conferences

The Calendar is made available to our parent community on our Website (<http://destinyschool.org/calendar/>) and is updated regularly. In addition to this, all events are communicated through notices, Facebook and the Digital Notice Board at reception.

Refer **Appendix 2** for the proposed 2014 Calendar. Please note that any three letter abbreviations such 'BLA' refer to the teachers name according to KAMAR.

Daily Hours Of Operation For The Whole School

The key difference in our hours of operation is an extended school day from Monday to Thursday. As previously mentioned the purpose is to give students the opportunity to

be involved in extra-curricular activities and provides the teaching staff with the flexibility to meet students' needs through extra tuition and homework support.

We are mindful that not all our families have Internet access, therefore our extended school day gives students access not only to the internet but our IT facilities.

Destiny school will be open for instruction from:

- 8.45am – 5.00pm (Monday – Thursday)
- 8.45am – 3.30pm Friday

Times Of The Day		
Description	From	To
POD (am)	8:45am	9:00am
Period 1	9:00am	9:50am
Period 2	9:50am	10:40am
Morning Tea	10:40am	11:00am
Period 3	11:00am	11:50am
Period 4	11:50am	12:40pm
Lunch	12:40pm	1:20pm
Period 5	1:20pm	2:10pm
Period 6	2:10pm	3:00pm
POD (pm)	3:00pm	3:15pm
Afternoon Tea	3:15pm	3:30pm
Period 7 & 8	3:30pm	5:00pm

We believe that one of the keys for improving student achievement is “quality teaching and more of it” so extending the school day reflects this.

Number Of Timetables

Each class in the school from the NE to Year 9 has its own timetable and reflects the core areas of English, Mathematics, Science and ICT. The Year 10 – 13 students have a timetable reflective of the subjects they have selected. It is important to note that across the school every student's timetable must include fitness periods for a minimum of two sessions per week, assemblies and POD classes.

The timing of the school day for instruction will vary depending on the age and year level of the children. The Primary School aims to put the majority of the key instruction times into the first 6 periods of the day, with the last two periods used for extracurricular activities. The Junior College and College teachers will have their own timetables, as will support staff and specialist teachers.

Destiny school intends to maintain a 4 term year which will be in sync with public schools. This is important for our sporting competition and interschool events.

Part D – Safe Learning Environment

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

Destiny School has a very clear, well established *Student Code Of Conduct* that is embraced by students, parents and the school-wide community.

Our Code Of Conduct

Character

- I will show honour to God through prayer and obedience
- I will do what is right even when I don't feel like it
- I will show leadership by thinking for myself and making my own choices
- I will uphold the principles of honesty and integrity
- I will care for others showing respect for their unique individuality
- I will seek opportunities to do good and benefit others
- I will encourage and support others to be all they can in God
- I will celebrate the success of others
- I will manage conflict positively

Academic

- I will face new challenges positively
- I will work to the best of my ability and show good perseverance
- I will make the most of my learning opportunities
- I will set goals and achieve them
- I will contribute to a positive learning and teaching environment by not interfering with the learning of others

Sport and other Activities

- I will take part in all sporting activity offered by the School, thereby supporting the School's sports teams
- I will represent my school with honour and pride
- I will uphold the principles of fair play
- I will be prepared and organised for my activity
- I will work well in a team showing commitment to my group by attending all practices, meetings and games / performances

School and Community

- I will show respect for the property and resources of the School and Church
- I will wear my uniform with pride, both at school and in public
- I will be committed to upholding the values and guidelines of my school
- I will take responsibility for my possessions by naming and looking after them
- I will show pride in my school by always speaking positively about it
- I will show respect to visitors and adults by acknowledging them and using an appropriate greeting
- I will communicate with others in a courteous manner using appropriate language
- I understand that the use of physical force, intimidation and harassment are unacceptable

Destiny School has very clear 'Policies and Guidelines' around student behaviour and discipline. We use methods of behaviour management which are positive and that help students to take responsibility for their own actions so they can learn and reach their potential. This happens by setting clear expectations, routines and positively reinforcing

the desired behaviour. Our students aspire to the highest level of behaviour which enables them to contribute successfully in the school and wider community.

All discipline is designed to encourage an atmosphere which is conducive to academic discipline, and to support the on-going character of each student.

One of the strengths we have as a school is our parent community and their commitment to the success of their children. Therefore, when a child's behavior falls outside the parameters of the 'Discipline System', we work with the parents to reach a conclusion that ultimately changes the behavior and the student re-engages their commitment to learning and their 'place' in the school.

Destiny School has a 'Zero Tolerance' towards, bullying, alcohol, drugs, violence in school and an expectation that teachers, other students and school property must be treated with respect.

There is no corporal punishment in this school.

Upon enrolment Parents, Students, and Teachers sign our Destiny School 'Code of Conduct' which is a commitment to excellence and bullet points the keys for achieving success at Destiny School (as above).

There is an expectation that every student involves themselves in at least 1 or more extra-curricular activities and participates in all school activities that are deemed compulsory.

Destiny School's character programme strongly promotes the values and attitudes of good citizenship and sets the platform for how we learn at Destiny School. Strong male role models are available and leadership opportunities are regularly offered to our students to practise the skills they are acquiring.

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

At Destiny School we believe a safe, well-ordered school community aids quality learning. Every student has a right to learn in a supportive and safe learning environment, both on and off-site, as the curriculum demands. In addition, staff need to have confidence that their best efforts are supported by sound governance, management planning, policies and good practice.

Therefore, the Destiny School Board complies with the following:

- Resource Management Act
- Building Act 2004 and Codes
- Education Act 1989 and its amendments
- Civil Defence Emergency Management Act
- Human Rights Act 1993
- Bill of Rights Act 1990
- Children, Young Persons and their Families Act 1989
- Workplace standards, Health and Safety in Employment Act 1992, and Legislation
- Employment Contracts Acts

- Ministry guidelines on good practice i.e. Searching Students and Confiscation Guidelines on Good Practice
- Privacy Act 1993
- Trustees Act 1956

In this way we ensure that all school operations and learning has a safe, orderly, drug-free framework. Our self review processes enables us to assess and evaluate the effectiveness of this framework.

Part E – Professional development for teachers, administrators and other school staff

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

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

The core business of our school is 'Student Achievement', therefore, as a result of examining data, especially in numeracy and literacy, Professional Development will in the first instance be directed to those areas of concern. The management team will take into account achievement data at classroom, syndicate and school wide levels, as well as, performance appraisals and goals set by individual staff.

Therefore, our Professional Development will always be with intent.

Professional development for all staff ensures that everyone in the school has an understanding of the cultural context of Maori and Pasifika students; which include local tikanga in order to respond appropriately to Maori learners, parents and whanau, protocols for events and the Treaty of Waitangi. As a school we ensure that every student feels valued by understanding and celebrating their culture.

Other important PD includes CIE training on curriculum content, assessment practice and staff attain CIE qualifications.

All Professional Development will be aligned to the 'Strategic Plan'. The management team will also seek to provide staff with quality PD from quality providers, internal and external, local and international, including opportunities for sabbaticals if they align to the 'Strategic Plan'.

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

Destiny School will offer all staff both 'Registered' and 'Non-registered', clear and robust induction into school life.

A 'Mentor Programme' in Destiny School contains; regular documented meetings, expectations, goal setting, support and observations with feedback and feed forward. New Teachers are given opportunities to observe good practice which include:

- Observations of Lead Teacher/Specialist Teacher setting up classrooms which exemplify Destiny School behavioural expectations, routines and protocols
- Regular documented meetings with Team Leaders in relation to planning, assessment practice and recording, enquiry into practice etc.
- Team Leader observations of nonregistered staff providing Feedback and Feed-forward to continuously improve teaching practice.
- The non-registered teacher regularly updating the Appraisal documents which are aligned to best practice and the strategic plan.

Destiny School offers its staff paid external counselling. Through this staff receive support and advice for issues in their life outside of school that may impact on their ability to teach effectively.

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

The educational needs of Maori, Pasifika and students with Special Needs will be met by the analysing of data which provides information for staff which informs teaching practice. From this information changes can be made to programmes and teaching methods to ensure there is accelerated student achievement, particularly in the Primary for numeracy and literacy.

Team leaders meet the needs of priority learners by ensuring that their teams are cohesive and that 'Student Achievement' is at the forefront of all professional development, planning and assessment.

With quality Professional Development staff gain not only an understanding of the cultural capital of our students but also how they learn 'best', where all students feel that their culture is 'valued'.

Student achievement comes from *quality teachers* delivering *quality learning*.

Therefore, our mentoring programme allows registered and nonregistered staff to be partnered with teachers who are experts in their field and examples of best practice.

Through Professional Development non-registered staff will be first equipped to manage students in the classroom context. The purpose of hiring a non-registered staff member is to specifically address the identified needs of priority students, for example; business skills, entrepreneurialism, The Arts, IT, EOTC.

5 BUSINESS PLAN

5.1 Objective:

5.2 Questions:

Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:

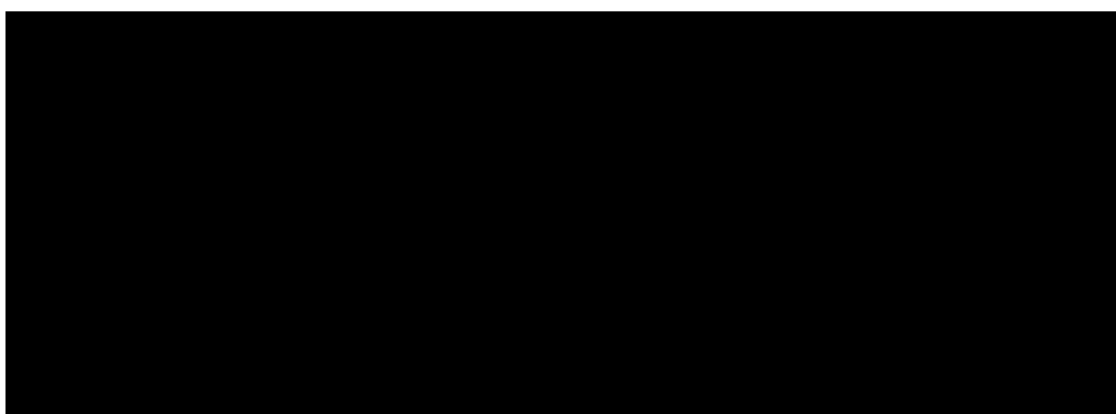
a) Governance;

The table below sets out the Boards roles and responsibilities.

Governance	
Board Roles	Board Responsibilities
<ul style="list-style-type: none"> • Add Value: Strategic, HR plan, succession planning, investment and divestment • Compliance: Policies, compliance and risk management • Issues: Stakeholder and shareholder communication, crisis avoidance/management • Monitoring: Operational/financial reporting to business plan assumptions, board/CEO appraisals 	<ul style="list-style-type: none"> • Stewardship • Strategic Direction • Legislative compliance • Performance • Risk Management • CEO Selection • Policy Formation • Monitoring

Governance Board

This board profile (below) depicts individuals who have confirmed their commitment to function at this level in a Partnership model.



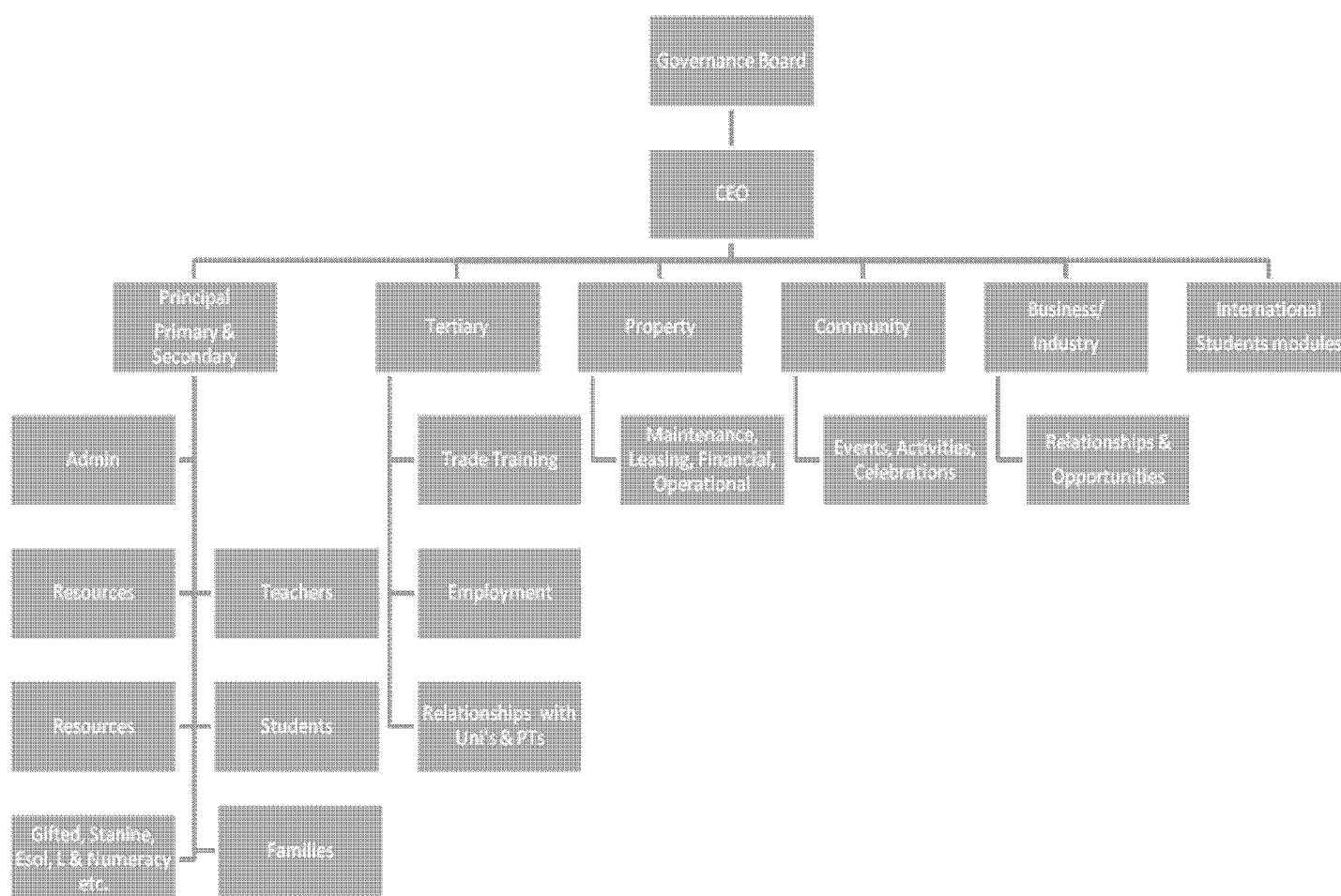
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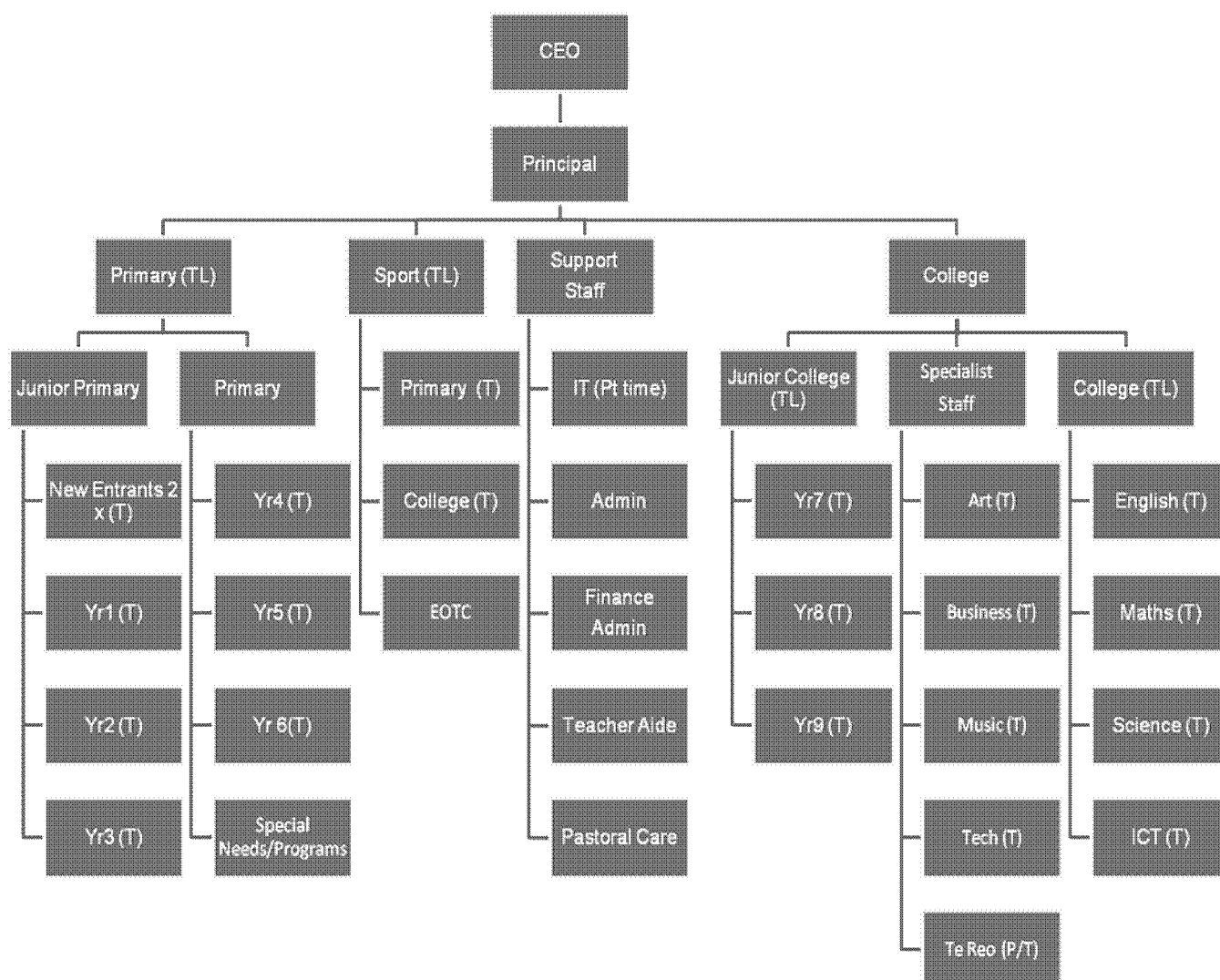
b) Management;

The diagram below sets out our proposed management structure as a Partnership School.



Management Role	Management Level Policy
<ul style="list-style-type: none"> Operations Planning Policy Execution Performance Reporting and Accountability Asset/Resource Management Advisory 	<ul style="list-style-type: none"> Programmes and Service Management Policies Financial Management Policies Public Relations Management Policies Personnel Management Policies Fundraising Management Policies Administration Management Policies

Staffing Structure



c) Administration; and

As outlined in the above diagrams.

d) Subcontract arrangements (Not applicable).

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

For the purposes of our Partnership School model the Governance Board will be the Sponsor employing a CEO to manage delivery. The diagrams outlined above pertaining to governance and management sets out the nature of this relationship.

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

The views of our parent community are highly sought after, respected and factored into decisions impacting our school. This information is obtained through a variety of methods, including surveys, parent/teacher interviews, parent consultation hui/fono, and the high level of day-to-day interaction that occurs between school leadership and community.

Our Head Boy and Girl provide a direct reference-point for the student body. However, student voice will also be obtained through interviews and surveys with students.

The establishment of a Parent Board will enable further contribution and input into decisions.

Members of the parent community will be invited to strategic planning meetings, which is not only valuable for planning purposes but it gives a great sense of ownership of the school's vision.

Part B – Planning and Establishment

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

2013 /2014	
May 2013	<ul style="list-style-type: none"> • A positive decision received from Authorisation Board PSKH
June	<ul style="list-style-type: none"> • Contract Signed
July	<ul style="list-style-type: none"> • First Board Meeting to confirm appointments • Formalise constitution for new entity • Appoint CEO • Notify School Community of Partnership Schools Status • Start-up funding received • Advertise Roll Vacancies
August	<ul style="list-style-type: none"> • Confirm existing roll and waiting list • Non waiting list enrolments open for registration • Board Meeting - Strategic and Development Planning
September	<ul style="list-style-type: none"> • Advertise Teaching/Admin/Support Staff Positions • Property Extension • Board Meeting - Finalise Policies and Procedures
October	<ul style="list-style-type: none"> • Enrolment Interviews • Short List Staff Applicants • Interview and confirm appointments • Board Meeting
November	<ul style="list-style-type: none"> • Confirm 2014 Roll • Confirm property and resources • Board Meeting - Draft Budget • Draft Timetabling • Confirm 2014 Curricula • Order Resources 2014 • Board Meeting
December	<ul style="list-style-type: none"> • Interim Financial to MoE regarding spending of 'Start-Up' grant • End of the Financial Year 2013
2014	
January 2014	<ul style="list-style-type: none"> • 1st Funding round • Staff Inductions • Confirm Timetable • Confirm Budget • Teacher Planning and Professional Development Days • First Board Meeting for 2014 • Board Meeting
February	<ul style="list-style-type: none"> • Official Opening

	<ul style="list-style-type: none"> • Academic year commences • Board Meeting
March	<ul style="list-style-type: none"> • Board Meeting
April	<ul style="list-style-type: none"> • 2nd Funding Round • Draft Quarterly Report to Board • Quarterly Report to MoE • Board Meeting
May	<ul style="list-style-type: none"> • Board Meeting
June	<ul style="list-style-type: none"> • CEO Report to the Board
July	<ul style="list-style-type: none"> • 3rd Funding Round • Draft Quarterly Report to Board • Six Monthly Report • Board Meeting
August	<ul style="list-style-type: none"> • Confirm existing roll and waiting list • Advertise Roll Vacancies • Board Meeting
September	<ul style="list-style-type: none"> • Roll Numbers for 2015 confirm Secretary of Education • Review Property Status and Resources • Deadline for Charities Commission • Advertise positions • Board Meeting
October	<ul style="list-style-type: none"> • 4th Funding Round • Enrolment Interviews • Short List Staff Applicants • Interview and confirm appointments • Draft Quarterly Report to Board • Six Monthly Report • Board Meeting
November	<ul style="list-style-type: none"> • Confirm 2015 Roll • Confirm property and resources • Board Meeting - Draft Budget • Draft Timetabling • Confirm 2015 Curricula • Order Resources 2015
December	<ul style="list-style-type: none"> • Analysis of Variance • CEO Report to the Board

Part C – Finance

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

The financial plan and budgets included with this proposal, are soundly based on our knowledge of running a school for the past ten years. Destiny Churches have an established record with running a high quality school, and have demonstrated sound management and financial practices in doing so. We have a large number of people who will strive to ensure the continued operations of the proposed partnership school. The financial plan has been based on knowledge gathered from the public school sector and from our own experiences.

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

- Refer Appendix 9 attached

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

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

s 9(2)(b)(ii) OIA- [REDACTED] donation annually from Destiny Church towards leasing costs and/or operational support where deemed necessary by Board and Management

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

Whilst distinct separate entities, the vision for Destiny School is driven from the passion and people of Destiny Church to empower those in our community, namely South Auckland.

8. Describe your proposed:

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

The school will contract an external auditor to view, recommend and approve internal control procedures.

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

The school will appoint an independent chartered accountant to provide an annual audit of the school's financial accounts. The auditor selected will have no connection with the sponsor or Destiny Church.

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

An independent assessment will be carried out, in conjunction with the MOE of insurances required by the school.

Part D – Facilities

9. Describe your proposed facilities covering:

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

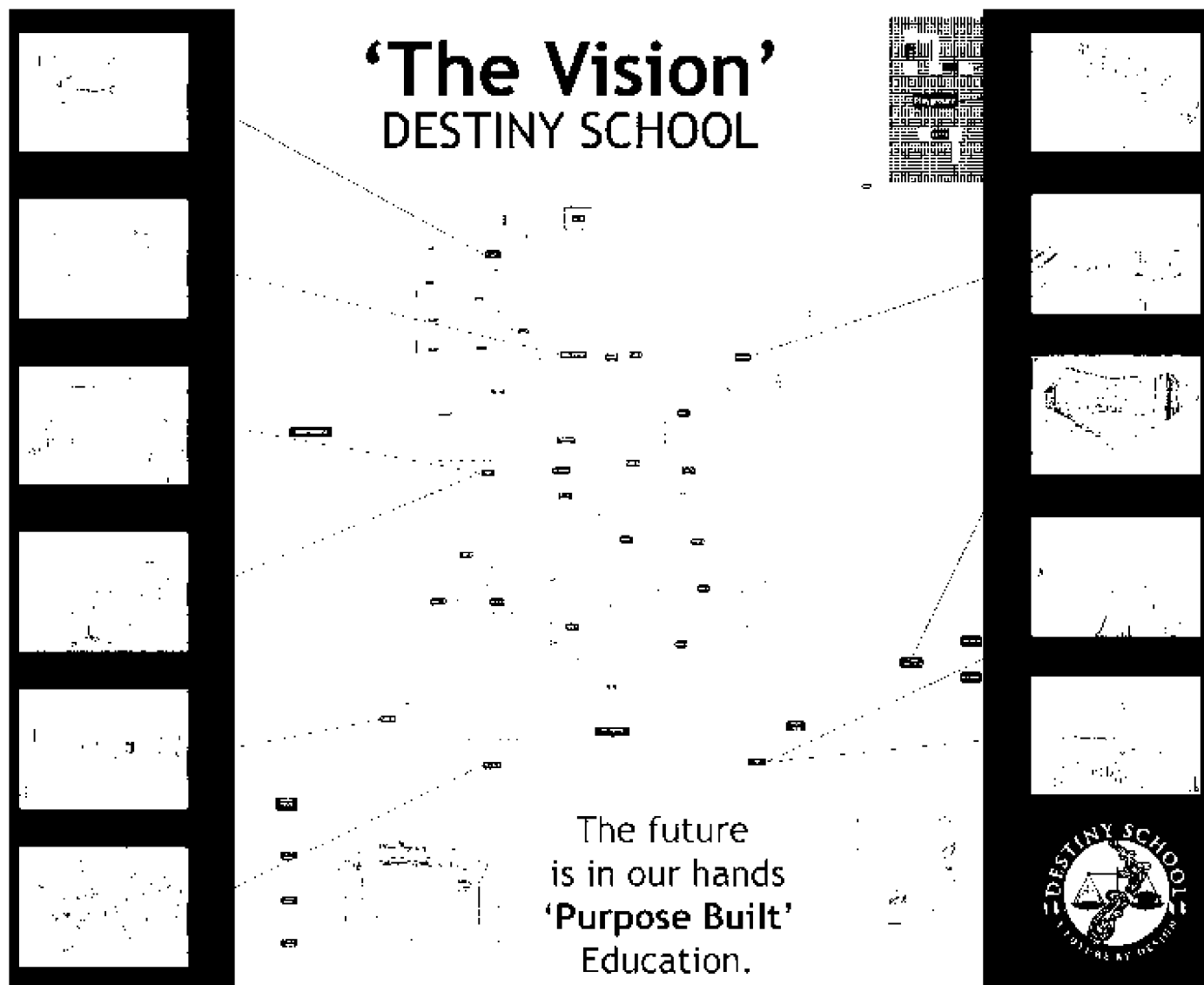
Destiny School is located at 25 Druces Road, Wiri, Auckland. (Refer map p.20)

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

Destiny School will operate a permanent sub-lease with Destiny Church.

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

Destiny School's new fit-out facility is approaching completion at the time of application, as depicted below.



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

Not applicable.

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

Not applicable.

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

Renovations are currently underway as per the above plan (question c) and will be completed by June 2013. Planning for the 2014 academic year includes the acquisition (lease) of six high quality MoE standard prefabricated buildings.

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

Asset Management

Destiny School currently has an Asset Register which, once we are a Partnership School, will be updated by our Accountancy Firm. The CEO will check the Register, amend according to policy, and include the up-dated Register in her Annual Report to the Board which in turn will form part of the Destiny School Annual Audited Financials.

Maintenance

Destiny School will have a 5 Year and a 10 Year Property Plan.

These plans will inform the Annual Budget and a yearly budget for cyclical maintenance will be allocated. The Annual Budget will also include a realistic contingency for day to day property maintenance.

Codes and Standards

Destiny School will comply with all current legislation, codes and standards e.g.

- Building Warrant of Fitness
- Fire Security
- Electrical Standards
- NZ Playground Standards

Part E – Enrolment and School Marketing

Outreach to the community

11. Describe how the school and its program will:

- a) be publicised throughout the community;

Destiny School will engage an effective marketing strategy to reach our target communities with engaging information about our programs, events, activities and opportunities. We are fortunate to have marketing expertise available within our community to drive this strategy, including:

- Our existing website and social media presence
- Share-able e-newsletter through existing whanau in and around our school community
- Being listed with local and regional directories
- Effective promotional campaigns at Otara and Mangere markets, and highly attended annual events such as Manukau's Waitangi Day Celebrations, Pasifika Festivals and Whanau Ora events (MUMA)
- Networking with local marae, churches, sports clubs and social agencies,
- Utilising local media such as Radio Waatea (Maori audience), Radio 531pi (Pasifika audience), and the Manukau Courier

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

As previously stated, we believe home is the first classroom. From that basis, staff are focusing on engaging parents and whanau from the first point of contact with strong emphasis on the importance of their involvement in the school community and particularly, their child's educational journey.

Relational bridges begin to form between parents and staff/teachers, and also the broader school community (family networks) which positively encourages engagement at every level of school life.

Because engagement is an encouraged and celebrated aspect of school culture, those who buy into it strengthen interest and involvement, while those who don't become noticeable by their absence, or lack of engagement.

At that point even more proactive measures towards engagement can be taken:

- Teachers reach out positively
 - Steps are taken to identify the causes of a lack of engagement, with appropriate levels of support offered to increase engagement. This could include pastoral care or support, information and input where educating parents/whanau is required, or more specialised support through the Family and Parenting Centre
 - Family networks become even more proactive in reaching out, offering help and building genuine relationships that engage the whole family through common interests
- c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

Key relationships in local community are being developed. Organisations include Counties Manukau Health and the Manukau Urban Maori Authority which is a Whanau Ora deliverer.

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

Our community is already aware of our efforts on their behalf, to pursue the Partnership Model of education. This has been positively received, reflected in a recent survey and expressions of interest to enrol, as reflected in our proposed enrolment targets for 2014 and beyond.

Future expansion and improvements

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

Growth Projections from 2014-2018									
	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10	Year 11-12	Year 13	Vacancies	Total
2014	56	46	44	32	35	23	9	55	300
2015	64	64	54	52	40	43	31	2	350
2016	66	64	64	54	52	40	43	17	400
2017	68	69	66	67	56	55	42	27	450
2018	72	72	73	70	71	60	59	23	500

Our assumption is that these year levels will progress through the years at similar numbers. For the sake of these projections vacancies are spread evenly across year levels for each progressive year.

Part F– Other

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

Not applicable at this point

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

6.1.2 Questions:

Part A - Timeline for registering and enrolling

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

Destiny School's enrolment policy demonstrates the school's commitment to a fair, equitable, and transparent process for all applicants within the Target Group; regardless of year level, ethnicity, circumstances, religion, disability, or socio economic background. The enrolment process will enable those families who registered their interest in Destiny School to make an informed choice for their son/daughters future, based on the school's goals and purpose.

Enrolment Criteria

- a) That the student enrolling is of an eligible age and fulfils the eligibility requirements of enrolment into a New Zealand school (MOE Circular 1st Jan 2011, Eligibility to Enrol in New Zealand Schools).
- b) That the student is eligible to receive education in relation to the Class Levels that the Sponsor is permitted to offer.
- c) Is to be accepted for enrolment as stipulated by the Secretary of Education to the Sponsor - space permitting.
- d) That accepting the enrolment would not cause the Sponsor to exceed the Maximum Roll for the relevant Year.
- e) That both parent and student wishing to join the School community agree to abide by the founding principles of the school thereby supporting the Mission Statement of the School.
- f) That both parent and student agree to abide by the policies and rules as laid down by the Sponsor and School Management.
- g) Enrolments will be annulled if based on false information.

Registration And Enrolment Timetable

- a) Advertising for Registrations will commence in July 2013 via local media i.e newspapers and radio and School Website advising the potential number of spaces available and deadlines for application.
- b) Registrations for intakes will open in August.
- c) If oversubscribed, we will conduct a ballot for available places with priority given to the siblings of current and former students.
- d) Successful applicants will be Interviewed in October on a first come first served basis.
- e) Successful applicants will be notified within three working days of the interview.
- f) Should places not be taken up the waiting list applicants will be offered places in order of application.
- g) Successful enrolments will commence the Destiny School 'Induction Process' one month before starting school.

Bases Of Discretion

Priority will be given to students who have a sibling enrolled at the School.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

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

It is the purpose of Destiny School that every student be given opportunity, and support to succeed academically, socially, and complete their education resulting in meaningful employment, trade training or tertiary studies.

Awhinatia mai: Restorative justice is always the first step of our discipline process, which involves asking forgiveness and making things right.

However, the CEO/Principal acknowledges to achieve this goal, while maintaining a safe and disciplined learning environment, it may be necessary from time to time to suspend a student from school if that student's behaviour is deemed to present a danger to him/herself or to other students or if that behaviour constitutes gross misconduct or repeatedly unacceptable behaviour or failure to comply with a condition of suspension.

In all dealings with a student, and working with their family, the School will take every opportunity to modify a student's behaviour through: Whanau conferences, imposed conditions, remedial programme and mentoring of the student. In the event that these measures are not successful the School will seek to follow Ministry of Education guidelines on stand-downs, suspension and exclusion of students.

In doing so it will:

- Seek the best outcome for the student.
- Minimise the disruption to a students learning and facilitate a return to school as soon as appropriate.
- Ensure that the rights of all students are upheld.
- Ensure that the learning environment for all students is orderly and safe.
- Ensure that all regulatory requirements are met.
- Ensure that the concepts of natural justice are followed.

Process

- The school will take all reasonable steps to modify a student's behaviour before resorting to suspension.
- A data base (SMS - Kamar) of student attendance, behaviour patterns, communications to parents will be kept, and consulted during the decision making process, this will include actions taken and any reports from the Pastoral Team (counsellors and mentors).
- Full advice and guidance will be made available to the student.
- The best interests of all students are considered in final decision making.
- The principal has the authority to stand down and suspend students without referral to the Disciplinary Committee.
- For potential exclusion a Disciplinary Committee will be convened.

- Clear procedures are established for handling suspension. These procedures will:
 - I. Meet legal requirements
 - II. Specify records to be made and arrangements for storage of records
 - III. Indicate the people/agencies to be notified.
- Procedures will follow the appropriate Ministry of Education guidelines and requirements.
- Families will be notified as soon as possible of the stand-down or suspension and of its implications.
- Families will be given every opportunity to be 'heard' and will be advised of agencies and council available to them.
- Guidance and advice will be available throughout the whole process.
- Expulsion will be a last resort and follow strict Ministry guidelines.

Part C – Grievance Process

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

The School will take a proactive approach to include parents/whanau, in a meaningful way, in the life of the School giving due consideration to their aspirations for their child/children.

This will happen through:

- An informal open door policy throughout the School
- Requests for information about policies, decisions, procedures or practice will be responded to positively and in a timely manner.
- An emphasis on quality school whanau relationships. This will be the subject of staff professional development and mentoring by Senior Staff and Management.
- Regular 'face to face' reporting to parents through Parent Conferences, where the progress and/or barriers to learning of each student will be discussed and queries, concerns or complaints can be tabled
- An emphasis on quality and timely communication through:
 - Student reports
 - Annual Reports from the Principal and Chair Person of the Board
 - Education Review Office Reporting
- Regular surveying parents for comment and suggestions
- The school prospectus, website, Enrolment Pack, will inform parents/whanau how to access the school complaints procedure.

Representatives of the student body i.e. Head Boy, Head Girl, and Prefects will be given appropriate opportunity to meet with Senior Staff and Management to contribute to the planning and decision making around the School day. As part of their role they will feedback to Senior Staff and Management any queries or concerns passed on from students.

All students will be made aware of their right to query or make a complaint about governing board policy, or decision, administrative procedure, or practice at the school without fear of reprisal and the avenue for making that complaint.

In the event of a complaint being received from a parent or student, this will be treated as valid and dealt with in a fair and consistent manner.

Grievance/Complaint to the Principal

- Meetings with parents and or students will be documented and copies given to the parent/student and a copy kept at the school
- These meetings will be attended by another staff member
- All complaints will be treated as valid and investigated with prompt feedback to the person or persons making the complaint
- The Principal will decide the next step

Grievance/Complaints to the Board

- Parents or students have a right to have their concerns or complaints about staff, principal, policy or procedure heard at this level.
- All complaints are to be in writing to the Chairperson
- The Board may decide to engage an independent investigator, legal advice if necessary

Grievance/Complaints about School Processes

- Can be directed to the MoE or Office of the Ombudsman

6.2 Personnel

6.2.2 Questions:

Part A - Key leadership roles

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

s 9(2)(a) OIA	Name	Role	Qualifications/Position Description
	[REDACTED]	CEO	CV Attached (Appendix 3)
	Terry Senior	Principal	CV Attached (Appendix 4)
	To be confirmed	Team Leaders	Description Attached (Appendix 5)

2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Destiny School is committed to hand-picking quality teachers and staff throughout the school. All positions will be advertised with a description of the required qualifications and attributes.

It will be standard practice that all responses will need to be accompanied by an electronic version of their CV with references.

All shortlisted candidates will be interviewed by the CEO and Principal.

Preference will be given to individuals who:

- Have a passion for our vision
- Are capable of being role models for our students, displaying character qualities that we are working to develop in them
- For teaching positions, registered teachers will have priority
- Teachers who are proven professionals and show a passion for their area of expertise
- Teachers who, through questioning, can display intellectual rigor and knowledge of pedagogy and classroom management
- All candidates will require an endorsement as to suitability from their church pastor or leadership

The above standards will ensure that the school can implement its vision and achieve its stated goals.

Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).
 - Registered: 75%
 - LAT: 25%

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

Destiny School has robust policies and procedures which delegate responsibility for employment of school personnel to the CEO. These procedures meet all legal requirements and safeguards, including police vetting, qualification verifications and background checks. To achieve desired quality of staff, measures include; character references, professional practice references and in-depth, face to face interviews.

Part C - Staffing Plan

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

Teacher Position	Student: teacher ratio	Number
New Entrants	15:1	2
Year 1	15:1	1
Year 2	20:1	1
Year 3 (AP)	25:1	1
Year 4	25:1	1
Year 5	25:1	1
Year 6 (TL)	25:1	1
Year 7	25:1	1
Year 8	25:1	1
Year 9 (TL)	25:1	1
English, Mathematics, Science, ICT	20:1	4
Business, Art, Te Reo	20:1	2
Technology, Music	20:1	2
Physical Ed (Primary)	Activity dependent	1
Physical Ed (College) (TL)	Activity dependent	1
Special Programs	Activity dependent	1
		22

Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

To recruit high quality staff Destiny School will use the Primary, Secondary, Support Staff, Caretakers and Cleaners collective agreements. For non registered (LAT) teachers, the collective agreement is used as a guide in relation to remuneration.

The attached policies are currently in place and will be amended to come in line with a Partnership model. (Appendix 6)

Part E - Volunteers and contractors

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

- a) the possible roles;
 - Pastoral care staff (Volunteers)
 - Sports coaches
- b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and
 - As per our contractors and volunteer staff agreements. (See Appendix 7)
- c) how they will be identified, vetted and trained.

Volunteers agreement, police vetting, induction, training and supervision in the role.

Part F - Performance Management and Appraisal

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

The teaching practice at Destiny School will be assessed through Attestation, Appraisals and Lesson Observations. Attestation will be carried out by the Principal and CEO. Appraisal and Lesson observation will be carried out by the CEO, Principal, AP, Team Leaders.

At Destiny School 'The Appraisal Process' creates an opportunity for teachers to reflect on their practice and consider ways to enhance their teaching practice and it also means management can target support and professional development to meet the needs of our teachers.

We begin the Appraisal Process by recognising the knowledge base teachers have and the experiences they bring to the practice of teaching. We consider all of us to be lifelong learners as we learn and teach alongside each other, role model, mentor, and reflect the concept of tuakana and teina (more experienced teachers supporting those less experienced) in our practices and interactions.

Using the Registered Teacher Criteria within the Appraisal Process demonstrates the link between the appraisal and the Professional Standards. Every staff member is attested against the Professional Standards on an annual basis. While they are not the 'focus' of our appraisal process we feel that it is important to occur at the same time as appraisal and so we have integrated attestation that 'Professional Standards' being met in our 'Appraisal Process'.

However, appraisal will also involve the implementation of recommendations from the analysis of variance which informs the strategic plan. This includes school wide, team and class data; student, community, and teacher voice; and ends with clear direction for the new year.

Staff write weekly reflective statements in their 'Teaching and Learning Journal' based on the teaching and the learning that has occurred in the classroom. This is derived from mined data and therefore informs their practice. The reflections must demonstrate how they have either changed or adapted their teaching practice to improve student achievement.

These reflections help management determine learning and development that needs to take place to further support the classroom teachers. Professional Development Goals form part of the Appraisal Process.

6.3 Legislative and Health & Safety

6.3.2 Questions:

Part A – Health and Safety

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

Destiny School understands that health and safety policies/procedures provide a framework in which a well-ordered school community can operate.

The Health and Safety Management System aims to assist Destiny School in the implementation and compliance of Health and Safety throughout the School.

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

Destiny School seeks to make every reasonable effort to minimise the risk to the well-being of our employees, students, contractors, and visitors. Therefore Health and Safety factors are built into all aspects of the school life i.e. training, operating procedures, reviews and communication.

The Destiny School Health and Safety system outlines the action of the Leadership, employees, students, contractors and visitors to maintain the assurance that standards are met and maintained.

Working with the system will make sure that:

- a) Hazards can be identified and safe work practices established in all operations.
- b) All significant hazards are recognised, analysed and appropriate controls are developed and implemented.
- c) Any sub-standard practices are recognised and conditions are promptly corrected.
- d) Adequate training is organised for those with Health and Safety responsibilities on-site and off-site as with EOTC.
- e) All accidents, incidents and near misses are reported accurately and where necessary, investigated to determine the cause to enable corrective measures to be taken;
- f) Employees are provided with the opportunity to be involved in the development and implementation of the Health and Safety Management System.
- g) An annual review is conducted with employee involvement to confirm compliance with the management system to ensure standards are maintained.

POLICY OUTLINE

The Health and Safety Policy of Destiny School is reviewed annually and Professional Development on the policy and its related procedures is scheduled at the beginning of each year and then regularly through staff meetings.

The Destiny School Health and Safety Policy shall:

- Be appropriate and relevant to the nature and structure of the school
- Include the school's commitment to comply with relevant legislation
- Be reviewed annually
- Be documented, implemented, maintained and communicated to all employees, students, contractors and visitors
- Be available for interested parties
- Signed by the CEO and the Principal

LEGAL REQUIREMENTS

We understand the Health and Safety in Employment Act imposes duties on employers i.e. the CEO and Principal, employees.

The Health and Safety Act's principle objective is to provide for the prevention of harm to people at work. Therefore the H&S Act:

- a. Promotes excellence in health and safety management by employers;
- b. Prescribes and imposes on employers duties in relation to the prevention of harm to employees and the public;
- c. Provides for the making of regulations and codes of practice.

The Health and Safety Act requires employers to take all practicable steps to ensure the safety of employees while at work by:

- a. Providing and maintaining a safe working environment and facilities for the health and safety of employees;
- b. Ensuring that plant and equipment used by employees is designed, made, arranged and maintained in a safe manner;
- c. Ensuring that employees and contractors are not exposed to hazards for which the employer has control;
- d. Developing procedures for dealing with emergencies that may arise while employees are at work;
- e. Developing a program of employee involvement in Health and Safety Management in the work place

RESPONSIBILITIES

Everyone is responsible for working in a safe manner with a **hierchary** of responsibility delegated by the CEO and Principal with assistance and monitoring provided by personnel appointed.

CEO and Principal	<ul style="list-style-type: none"> • Maintain an active knowledge of the health and safety system of the school • Review and sign the Health and Safety Policy • Promote excellence in health and safety management • Monitor changes to current relevant Legislation, Regulations and Codes of Practice and alter the school's Health and Safety System accordingly • Maintain a cyclical maintenance programme which
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	<ul style="list-style-type: none"> results in compliance Notify serious harm accidents to the Department of Labour Provide adequate resources and time for personnel to undertake appropriate training in health and safety as required. Ensure that all employees, students, contractors, and visitors to the school are inducted on the health and safety requirements Actively review the health and safety systems in place in the school Allocate the oversight of the Health and Safety Management System to a Board member Appoint Health and Safety Officer for the School
Health and Safety Officer	<ul style="list-style-type: none"> Develop and maintain emergency information and evacuation information Be responsible for: Audit reports and inspections; Accident/incident investigations reports to ensure all action is taken to prevent recurrence; work with an appointed Board member/committee to review of the Health and Safety Management System Provide guidance and oversight for the development of safe work practices and procedures for the school
Employees	<ul style="list-style-type: none"> To work safely Contribute to the maintenance of the School's health and safety objectives by following procedures, systems and processes Actively participate in health and safety induction, discussions, and workshops when required
Contractors	<ul style="list-style-type: none"> Comply with the School's health and safety procedures as laid out in the External Contractor Health and Safety Agreement Be responsible to induct and oversee sub contractors and others entering the work place Identify and report hazards that arise out of and in the course of the work being carried out Comply with all relevant legislation regulations and codes of practice and their requirements of the school's Health and Safety Management System Provide the Health and Safety Officer with suitable evidence all tasks will be completed by trained employees proficiently and safely

REVIEW

A full review of the Health and Safety Management System will be completed annually or in the event of a situation and / or change in process.

This review will cover:

- The efficiency and relevance of the schools health and safety systems and processes
- Results of internal safety audits and inspections conducted during the previous year;

- Collated accident, incident and near miss reported situations;
- Hazard management identification procedures effectiveness;
- Results of the previous health and safety objectives;
- Any changes to the management system;
- Any changes to relevant legislation, regulations, standards and codes of practice;
- Evidence of consultation with employees and other interested parties;
- Review of any communication with the Department of Labour and the affect on the school and the action taken;
- The results of any external safety reviews, reports and audits completed;

Part B – Records and Information Management

8. Describe your proposed systems for:

- a) recording enrolment, attendance and achievement; and
- b) maintaining school records to provide any information required by the Government.

Destiny School understands legislation requires all New Zealand citizens and residents between 6 and 16 to attend school unless exempted by the Secretary of Education.

Destiny School's Attendance Management Plan will ensure the School's compliance with legislation and educational directives, allowing accurate daily records for all student attendance, and subject attendance for Junior College, College. In this way teaching staff and school management are able to mitigate the academic and social consequences of student absenteeism.

Systems include:

- Destiny School has an Enrolment Officer who has received the appropriate training with ENROL.
- The Student Management System the School currently uses is KAMAR. This is a comprehensive data management package that allows the School to accurately record information relating to enrolment, attendance and report on student achievement creating statistical information as required.
- Destiny School has a Privacy Officer who understands the importance of privacy, knows the law, and is familiar with the School and its detailed workings. The School believes good privacy builds trust with the community and employees.

7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

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 require 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
N/A		

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.

8 Assumptions, Risks and Caveats

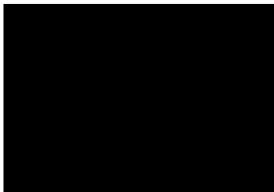
Requirement: Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1 4:1:2 Part A 1	Assumption	School Roll	The 2014 roll predictions are based on a current waiting list and the results of a survey conducted before the Partnership School Application was received
2. 5:2 Part A 1b)	Assumption	Teaching Staff	The Management and Teaching Staff Structure for 2014 outlined in this question, is dependent on the predicted school roll
3. 5: Part E 12.	Assumption	Roll Growth Projections	The School Roll Growth Projections from 2014 - 2018 have been estimated assuming students will remain with us and vacancies will be evenly spread across year levels and in increments of 50 students per year
4. 6:2.2 Part B 3	Assumption	Percentage of registered/non registered teaching positions	While Destiny School has received indications of interest for teaching positions 2014 and beyond, some of the 18 respondents would need to relocate to Auckland
5. 6.2.2 Part A 1	Assumption	CEO s 9(2)(a) OIA	Appointment for beginning of 2014 is dependent on [REDACTED]

9 Applicant Declaration

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

Declaration		
Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a PSKH.	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: <ul style="list-style-type: none"> a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client b. 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 part 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 PSKH and will be available to operate their PSKH 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 our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two 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 PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the 	agree

	<p>Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. 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>	
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
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <ul style="list-style-type: none"> a. has provided complete and accurate information in all parts of the Application, in all material respects b. 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>The Applicant understands that should it be successful in being awarded a contract with the Minister 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>	agree
<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:	 <div>s 9(2)(a) OIA</div>	
Full name:	RICHARD LEWIS	
Title / position:	CHAIR OF THE BOARD	
Date:	15 APRIL 2013	

10 Applicant Check List

A check list is included below, for your reference only.

Action Required		Done
1.	Submit the Intent to Respond Notification (Application Section 1) to applications@partnershipschools.education.nz by 5:00 PM Friday 22 nd March 2013	18/3/2013
2.	Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013	N/A
3.	Complete all required sections of the application.	Done
4.	Nominate and provide details on 3 suitable referees	Attached
5.	Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 th April 2013	
	Seven paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	One paper copy of the Excel spread sheet containing your commercial information/financial details	
	One CD Rom or memory stick containing an electronic copy of each of the sections of your response	
	Applicant declaration of compliance	