

# INDICATION OF INTEREST

in applying to operate a  
Partnership School | Kura Hourua opening in 2014

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to  
[chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz)

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The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the Education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.

## FOREWORD FROM CATHERINE ISAAC

The Partnership Schools |Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School |Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: <http://partnershipschools.education.govt.nz/Who-we-are>.

When you have completed the form please forward it to me at [chair@partnershipschools.education.govt.nz](mailto:chair@partnershipschools.education.govt.nz) by **1 February 2013**. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac

CHAIR

Partnership Schools |Kura Hourua Working Group



## INDICATIVE TIMELINE

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2012	
14 December	Indications of interest
The Partnership Schools Working Group invites indications of interest from potential sponsors.	
2013	
24 January	Submissions to Science and Education Select Committee close
The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools   Kura Hourua.	
1 February	Indications of interest (IOI) due
All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to <a href="mailto:chair@partnershipschools.education.govt.nz">chair@partnershipschools.education.govt.nz</a> .	
15 February	IOI review completed
All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors.	
1 March	Publication of application information / Request for proposals
The Partnership School Authorisation Board will publish provisional application information and invite proposals.	
12 April	Proposals due
All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.	
12-26 April	Review of proposals by Authorisation Board
Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.	
29 April - 1 May	Interviews with Authorisation Board
Sponsors and key staff involved in the operation of the school / kura will be interviewed by the Authorisation Board.	
2 May - 15 May	Preparation of report and advice to Ministers
The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.	
31 May	Decision announced by Minister of Education
The Minister of Education will announce which applicants have been successful in their application to open a Partnership School Kura Hourua in 2012. Unsuccessful applicants will be able to submit an IOI for the 2015 establishment round. This round is likely to commence in August 2013.	
28 June	Contracts Signed



## SCHOOL CONTACTS AND PROFILE

In completing this Indication of Interest please single click on the shaded text box and type in your text.

### Proposed School

Name Destiny School

### Proposed Sponsor

Name Destiny School Trust

### Primary Contact

Identify the person who will be the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your indication of interest.

Name S 9(2)(a) OIA

Mailing Address

S 9(2)(a) OIA

Phone: Day 09 5707150

Cell phone: S 9(2)(a) OIA

Email S 9(2)(a) OIA

Fax S 9(2)(a) OIA

### School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion) Composite

Proposed location 25 Druces Rd, Wiri, Manukau City

Year levels in first year of operation 1-13

Year levels at full enrolment 15

## A. STATEMENT OF PURPOSE AND GOALS

### 1. Purpose

*Why do you propose to open this school?*

Thank you for this opportunity to submit an IOI. The information contained herein is the first step towards submitting a robust Proposal to be a partnership school. We trust it reflects our commitment to make a significant difference in the education of children in South Auckland.

Destiny School is currently operating as a composite Private School delivering education for boys and girls from entry level to Year 13, and is certified to deliver education up to Year 15. Our intergenerational vision umbrellas children from Early Childhood through to Primary, Middle School, and College, with an end goal for all students of meaningful employment, trade training or tertiary studies.

Launched in 2003 with one teacher and only nine students, the vision has grown in proportion to the founding class' advance year by year. Today, Destiny School numbers nearly 200 students up to year 13.

Our student roll is 78 percent Maori drawn mostly from South Auckland. Pasifika children comprise nine percent with the remaining a mix of other ethnicities, including NZ European.

Notably, our tuition fees are not determined by the "actual" cost of running a school, but by what parents can realistically afford. The church and goodwill of all staff and volunteers make up the difference. Notwithstanding these limitations, we are extremely proud of what is being achieved, and believe as a Partnership model we could deliver exceptional results to a larger student population, particularly amongst those Maori and Pasifika families that typically lag behind in academic and character attainment.

Our staff are fiercely dedicated to our vision for education. Moreover, strong interest has been expressed by accomplished professionals around the country wishing to invest their talent into a Destiny School partnership model based in South Auckland.

*Describe the school's distinctive mission/vision and how will it enable student engagement and achievement.*

Our vision is to empower students to fulfil their God-given potential through character based learning and academic excellence in education.

*How:*

- A strong emphasis on identity and purpose: "I know who I am and I was born to do something great!"
- Educating the whole person, spiritually, emotionally and physically, thereby developing an individual who is not only academically relevant but morally, emotionally, and physically sound
- An environment that is disciplined, highly motivated and defined by clear expectations in behaviour and performance
- Our Cambridge Curriculum reflects our commitment to academic excellence
- Pedagogical excellence of teachers who go over and above toward student success



- In partnership with parents, tailored academic pathways by identifying raw potential at Primary and Middle school levels
- Robust 'wrap-around' support for students' entire families, which is achieved through a broader church community that is relationally strong (role-modelling and peer support) and professionally equipped.

## 2. Goals

*What are the school's performance goals and how will these be measured?*

### **Students' "Right to Learn"**

Those learners most at risk of not achieving are predominantly Maori and Pasifika students derived from areas of social and economic deprivation. We believe that every student has the right to learn regardless of social and economic limitations. Destiny School is committed to providing high quality education that will defy present trends and set new benchmarks for Maori and Pasifika achievement.

### **Student Achievement**

Less than 42% of our Maori and Pasifika students achieve 'At' or 'Above' New Zealand National Standards in writing, and 34% are below or well below in reading, and 38% in Maths.

### **Goals for student achievement**

- A minimum of 85% of students will be achieving 'At' or 'Above' New Zealand National Standards after three consecutive years at Destiny School
- A minimum of 85% of students will graduate from Destiny School with a minimum of NCEA Level 2 or equivalent
- Graduates will enter meaningful employment, trade training or tertiary studies
- Graduates will possess a profound sense of self-worth and be highly motivated in their career pursuits
- Graduates will be emotionally mature and of sound character

### **Quality Outcomes**

Quality outcomes are best achieved by identifying the raw gifts and talents of individual students early in their schooling so relevant education pathways can be tailored for them. By making pathways relevant to their inherent gifts, retention is significantly improved because school is seen as relevant to their strengths, and therefore meaningful. This includes analysing the career pathways of graduates, so our content and delivery remains relevant to where the marketplace is heading. The outcome: highly productive educational years and the ability for our students to choose an ideal vocation. Careers Education is therefore a fundamental plank in this approach, commencing at Year 6.

We will monitor the progress of all graduates for 24 months. This data will provide insight into the success of programmes and help us to continually improve student achievement, retention, life-long learning and a quality of life.

In 2014 we intend to extend our hours of operation to create more quality time in the classroom at all Year levels.

### **Vision: The Driving Force**

We have talented and dedicated teachers and school leaders who are sold on the vision for Destiny School. Every person associated with the school helps contribute to the belief that every student has a great future and will be a leader of influence in an ever changing world.

Teachers are our greatest asset, therefore robust Professional Development programmes plus time spent with 'Master Teachers' strengthens our staff and their ability to improve student achievement. Team meetings are centered on innovative teaching methods and ways of bringing 'breakthrough in learning' which contributes to rapid improvement in student achievement. We foster strong learning partnerships with parents based on the *home as the first place of formation and parents as first educators*.

Our parents are very supportive of the school and are dedicated to the success of their children. Our parent partnership model for education equips parents with strategies to help their children keep accountable with their studies and consistent with the behavioural standards and expectations in the home and school environments.

Every student is be given the opportunity to reach their personal best with the encouragement to believe for a vocation in the top echelon of employment.

### **Guiding Principles**

Our model is not only based on academic preparation but also integrates character development to help students prepare for the challenges of school and life. Our special character programme is inherent in all that we do. 'TER' or Tripartite Education Programme (Spirit, Soul and Body) equips and develops well rounded students for life. Developing character strengths like perseverance, integrity, self-control, thankfulness, passion, curiosity, social and emotional intelligences.

### **Entrepreneurial Flair**

We view wealth creation through business and entrepreneurial gifting as vitally important. To that end, business studies is an integral part of our curriculum from Years 1 – 13. Students have the opportunity to practice business skills in real life situations thereby empowering students to recognise and seize opportunities beyond the factory floor mentality.

### **Quality Learning Environment**

The teacher/student relationship is fundamental to quality learning and assessment. Therefore we have a commitment to keep staff numbers above ratio and class sizes to no more than 25 students per class.

### **Special Programmes**

Special programmes including Bootcamps designed to develop confidence and strengthen character. Run by trained facilitators, these bootcamps are particularly popular with parents who report discernable behavioural improvement afterwards. Adventure Education is also an important component for broadening experiences outside of their comfort zones in a safe environment. These kinds of programmes have a direct bearing on a student's approach to the classroom.



What Our Outcomes Look Like

RELEASED UNDER THE  
OFFICIAL INFORMATION ACT

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### Evaluation

Reviewers will be looking for a statements of purpose and goals which:

- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time bound.

## B. EDUCATIONAL PLAN

### 1. Proposed Student Population and Educational Need

*Describe the proposed student population and their educational needs.*

Our student population of almost 200 is predominantly Maori (78%) followed by Pasifika (9%) deriving mainly from South Auckland communities. By the end of 2013 we anticipate our roll numbering 300 plus students, which is the capacity of our new facility [Refer Section 4].

#### Socio-economic backgrounds

We are very aware of the financial challenges the vast majority of our families face, which are consistent with the deprivation areas they live in, i.e. Mangere and Manurewa. We believe about 80% of our students are in low income families. Our relationship with these families provide sufficient



insight into their world. A number of students live in sole-parent or whangia home situations. In some cases, grandparents are funding their grandchildren's education because the parent(s) are incapable. Because of these limitations, it is not uncommon for our broader community to fundraise for tuition and exam costs for needy families.

### **Educational Needs**

The adverse social and economic factors impacting South Auckland children are well known. These are intergenerational issues, meaning our model for education must extend beyond the child to encompass their home environment and those most influential in their world outside of school, i.e. parent(s), caregivers, extended whanau, or lack thereof.

When the school and home are genuinely partnered in the educational goals of children, it is a powerful dynamic. We are also mindful that many parents/caregivers lacked a quality education of their own, which makes it difficult for them to understand or comprehend the investment required for their own children, i.e. the importance of quality nourishment, timeliness, 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.

*Describe any challenges to learning that the proposed student population may face.*

In addition to the above, for South Auckland parents a major barrier to learning is school choice: the ability to send their child to a school that reflects their values and aspirations for their child's future. We have many children desiring to be a part of our existing school who are financially unable. Other families go to great lengths to have their children in Destiny School, including working longer hours and several jobs. The financial pressure to give their children the education we offer can create further stress on our households who are already struggling. Our goal through becoming a partnership school is to provide opportunities for all children to obtain access to the education model of their choice. Our new South Auckland location means we no longer have barriers of travel and the associated costs.

### **Evaluation**

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government's priority learners, including Maori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

## **2. Learning Environment, Teaching and Curriculum**

*Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.*

Destiny School is in the formative years of producing a model of quality education that combines academic excellence, vocational skills and a strong character based curriculum at all levels.

Our key teaching practices include:

- Vital school/whanau partnerships that 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 purpose-driven curriculum delivered by purpose driven teachers; exciting, innovative teachers with an unwavering belief and expectation of success for every student
- 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 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.
- Our teaching practices include tuakana/teina relationships where older students teach, mentor and role model to younger students and an atmosphere of Ake where students support one another in their learning and shared knowledge.

#### **Evaluation**

Our teachers are reflective practitioners, using systems and processes to focus on continuous improvement, with student achievement at the heart of the review process.

Destiny School is divided into four areas: Junior Primary, Primary, Junior College and College. We regularly review our curriculum with specific focus on the four core areas of English, Maths, Science and ICT. Teachers regularly evaluate with the next learning steps in mind and use an inquiry model for improving their practice.

#### **Assessment Strategies**

Curriculum goals are measured by a range of assessment tools. We use a mix of Cambridge and New Zealand standardised tests and teacher evaluations. This triangulated data forms the basis of overall teacher judgments and provides insight on where our students are placed nationally and internationally.

Some of the various New Zealand assessment tools used at Destiny School include, Probe, STAR, eSTLE Reading, Writing & Mathematics, exemplar Writing, JAM and NumPa. Teachers also use pre and post tests for units of work as a form of formative assessment.

The Mid Year Examinations are important for evaluating student progress working towards their Cambridge IGCSE Examinations (International General Certificate of Secondary Education) and AS/A Level Examinations (Advanced Secondary/Advanced Level) in November.

#### **Describe the curriculum that your school will use**

*If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.*

As a universal benchmark, 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. That is because we strongly believe all New Zealand children, including Maori and Pasifika, have the inherent potential to succeed on the international stage. Cambridge reflects that belief.

This year we are introducing NCEA through correspondence to give students a broader range of subject choice, since to remain exclusively Cambridge is not financially viable at this time (based on the cost of specialist teachers).