

The Cambridge International Primary Curriculum offers a flexible curriculum with integrated assessment for 5-11 year olds. 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 for schools. It is also excellent preparation for the next stage of Cambridge International education, Cambridge Secondary 1 for learners aged 11-14.

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. Therefore Destiny School is able to 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.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

We have found Maori and Pasifika students enjoy the competitive nature of Cambridge rigor, and that reward and success is relative to the effort they put in.

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 relationship creates 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.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

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

How will the learning environment look through the eyes of a learner in your school?

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!"

There is a strong sense of community. 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.

Students experience a genuine sense of partnership between the school and their parents/caregivers, which creates stability and confidence in their learning process.

Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school's statement of purpose and goals.
- If the NZC / TMOA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

Demand for Destiny School's model is already demonstrated through an existing roll of nearly 200 students. We believe if fees were not a barrier, our capacity for 300 would be easily achieved for the start of 2014. Ongoing surveys of our parent community reflect strong support for a partnership model that would not only accommodate our existing roll, but be able to accommodate older and younger siblings since again, cost would not be a barrier.

Notably, interest is already being expressed from families in South Auckland with the news that Destiny School is opening there in March.

What will be your next steps to secure parental support and student enrolments?

In addition to our existing roll, we will conduct a survey seeking expressions of interest in our community for student enrolments based specifically on a Destiny School/partnership model, i.e. no tuition fees. This information will be presented for the official application process commencing 1st March.

Our parent community and broader church community are far reaching, particularly within South

Auckland with regards to whanau support and extended family/friends/networks.

The following excerpts represent the views expressed by parents of children in Destiny School:

"Before coming into Destiny School two years ago our daughter (14yrs) could barely read, was terribly shy and easily misled by friends. Today, she is a completely different person. Her reading and education has excelled beyond belief. She glows as a person, is highly motivated and confident. The support our family has received from the school and church has been overwhelming, including the fundraising to pay for her to compete in She has so much opportunity. We're very proud of her. Her cousins want to be like her, which is a huge change for many of them." -

S 9(2)(a) OIA

"We have four children in the school. The values of Destiny School is what's most important to us. Their cousins are always saying how well behaved and motivated they are, which is a reflection on how the school influences their lives. The teachers are passionate and caring." -

S 9(2)(a) OIA

"Our son excelled remarkably in Destiny School having come out of a state school where he was struggling with negative influences. We thought he was more sporty than academic, but he thrived academically, passing four out of five subjects in Cambridge and scoring an A in Physical Education, which was a mighty achievement." -

S 9(2)(a) OIA

"At Destiny School, my children learned far more than the Cambridge curriculum and how to succeed with their exams. They learned about character, integrity, work ethic and life skills. The time that they spent there will continue to benefit them for the rest of their lives." -

S 9(2)(a) OIA

. grew tremendously in Destiny School and benefited from the structure learning and culture of achievement. Now he is in Tertiary doing business studies and is actually well advanced from his peers, so much so that he has picked up three extra papers. He attributes that to the disciplines and ethic learned in Destiny School. He is also transitionning students, his leadership attributes have been recognised already." -

S 9(2)(a) OIA

"The main reason we enrolled in Destiny School was to deal with some behavioural issues and focus her education. Within months of being in this

environment she was flourishing. She was focused and highly motivated, which showed in her exam results at the end of the year. She has grown emotionally and spiritually. She now realises her big dreams are possible." - /

S 9(2)(a) OIA

"We have two children in Destiny School, The main reason we enrolled them was because of the wholesome environment. Our children are doing very well and developing great habits in terms of working hard. The entrepreneurialism being taught at such a young age is fantastic. Our son recently won gold in the National Boxing, which we attribute as much to the culture of excellence and achievement in the school as we do the hard work he put in."

S 9(2)(a) OIA

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

We already have very strong communication lines within the parent and broader community through our school website and online newsletter, regular emails, phone calls, permission slips, and letters home.

Parent Evenings, Parent Conferences and Careers evenings occur at least once a term to inform parents of what is coming up etc. Information packs equip parents with ways to support their child's learning at home. Teachers build ongoing relationships with their parents, making them feel welcome, encouraging them to attend school assemblies, sports days and student-led market days.

We have Open Days planned for our new complex, which is bound to attract significant local attention.

Note: Informing parents about the value of education and the vital role they play in it for their children is extremely important. Many don't understand the importance of homework, routine and a suitable homework environment for their children because these things weren't valued in their home growing up. By understanding this, and with tools we provide, our students are far better prepared and equipped to achieve.

Our church community provides the following support to student families:

- **Family Support via home-groups in the community.** These groups provide pastoral care and support, including fundraising for fees, support during loss or difficult times, and meeting essential needs so the necessities are provided for.
- **Specialist Support** in the way of budgeting advice, advocacy with agencies and more professional support in the form of parenting and marriage/relationship programs, and freedom from anger and addictions.
- **Youth Mentoring** in a large community of young people who share the same values and high-expectations of achievement. This positive peer group environment is critical to maintaining focus and enthusiasm through each academic year.
- **The entire church-based community fosters a culture of care and support** that positively encourages abstinence from alcohol, drugs, cigarettes and gambling. In the absence of these vices, particularly in the home environment, children thrive.
- **The Kaumatua Affect (Social Grandparenting):** Our school has access to the wealth and

wisdom of our senior community which is particularly important in the absence of fathers or mothers.

This blanket of support is a fundamental plank in our delivery of education.

"I have three children in Destiny School and recently lost my husband to an aggressive cancer at only 35yrs of age. The church and school rallied around us amazingly, took control of all the arrangements, provided much needed financial assistance and even helped us shift and furnish a new home. We simply would not have coped without their support."

S 9(2)(a) OIA

Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

Destiny School networks include the following agencies on an ongoing basis.

- 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 Wāipareira
- 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
- Pinehurst School and Glenavon Intermediate
- NZ Boxing Association
- Sport Auckland
- Mt Wellington Rugby League Club
- Pakuranga Athletics Association
- Nga Tamariki Puawai Early Childhood Centre

Evaluation

Reviewers will be looking for:

- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.

C. OPERATIONS PLAN

1. Leadership and Governance

List the known members of the school's proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as **Attachment 1**.

Evaluation

Reviewers will be looking for evidence of:

- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.

2. Staffing

Destiny School is presently staffed by 20 highly motivated professionals. We have a significant volunteer support base with range of expertise, including business, professional sports and performing arts people.

In addition to this, a great deal of interest has been received from education professionals around the country wishing to invest their skills in a Destiny School partnership model in South Auckland.

Our formal Proposal will include a comprehensive staff structure based on a partnership model, detailing personnel, their experience and credentials.

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
NEEC New Entrants	15					
1	20	TBA	TBA	TBA	TBA	TBA
2	25					
3	25					
4	25					
5	25					
6	25					
7	25					
8	25					
9	25					
10	25					
11	20					
12	20					
13	10					

Describe the rationale for the number of students and year levels served in 2014 and the

Our 2014 figures are based on achieving 310 capacity over the course of 2013 if we were an approved partnership school. We are very confident that if fees were not a factor, spaces would fill quickly. Growing beyond 310 would involve increasing the size of our complex which is part of our forward planning. More detailed projections will be provided in our formal Proposal.

Evaluation

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

4. Proposed Facilities

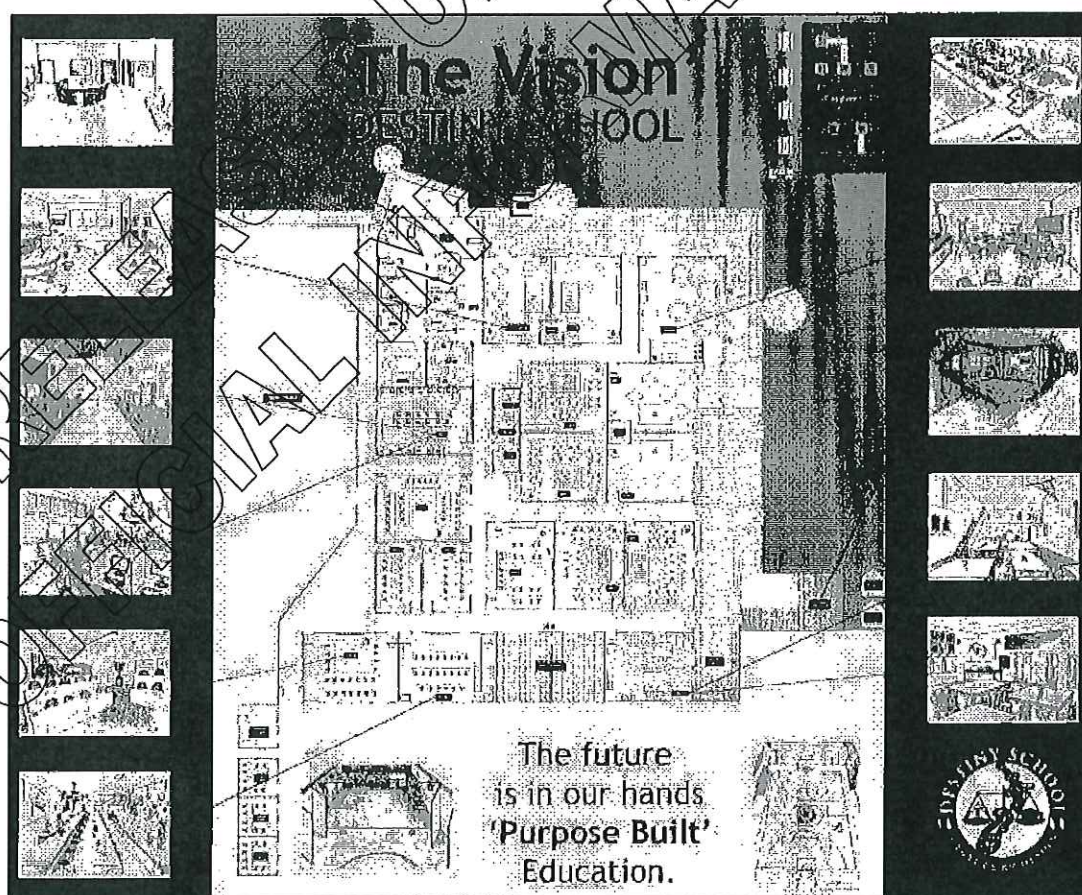
What facilities will you need to accommodate your school at set-up and at full enrolment?

Destiny School is located at 25 Druces Road Wiri, Manukau, which is the new site of Destiny Church Auckland.

The complex is purpose built for education and includes 20 classrooms, a specialist IT suite, science lab and art room. The school will also utilise a state-of-art boxing gym, which is on site. Notably, the gym houses the largest junior membership in the country. At full capacity the complex can house 300 plus students, with plans for further expansion once at capacity. Also on site for families is an Early Childhood-Centre and a Family & Parenting Centre for social services and specialist support.

Describe how you intend securing these facilities.

As previously stated, these facilities are already secured (diagram below).



Evaluation

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

D. BUSINESS PLANNING

Establishing a Partnership School | Kura Hourua will require expertise in areas such as:

- financial management
- fundraising and development, and
- accounting.

How will you access this expertise?

Our proposed governance board (profile attached) possesses the necessary expertise and experience to provide robust leadership in the areas of strategic and finance management. Our collective networks involve a broader range of expertise that can be tapped if and when required.

Fundraising, financial support and volunteer support towards the school by the church and parent community is one of the strengths of our operation. Our history of support since the school started reflects that. As does our investment in building new facilities to house this vision for education.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

As above, Destiny Church is our main partner, notwithstanding our shift from Mt Wellington to Manukau provides an exciting opportunity to build strong relationships with local community organisations that share our passion for education.

Evaluation

Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.

*Attachment One***Proposed Governance Board**

This board profile (below) depicts individuals who have confirmed their commitment to function at this level in a partnership model. Our formal Proposal will include additional individuals who can offer relevant skills in an advisory and support capacity.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

S 9(2)(a) OIA