

The Bridge Academy


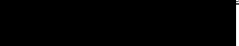
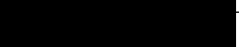
APPLICATION

To operate a
Partnership School |
Kura Hourua opening in
2014

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1 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	JILL MEYER			
Position:	BOARD DIRECTOR			
Phone number:		s 9(2)(a) OIA		
Mobile number:				
Email address:				
Fax number:	N/A			
Is the contact person authorised to negotiate?	Yes	Yes	No	

2. Applicant's organisational profile	
Full legal name:	The Bridge Academy
Trading name: (if different)	Genesis Childcare
Name of parent organisation:	
Physical address:	39 Lastel Place, Shelly Park, Auckland
Postal address:	As above
Company website:	www.thebridgeacademy.co.nz
Location of head office:	Auckland
Type of entity (legal status):	Currently school is run by Genesis Childcare – limited liability. Future plan is to run as charitable trust
Company registration #:	1023020
Country of residence:	New Zealand
GST registration number:	75271387

3. Overview of Applicant's organisation	
Type of organisation:	Education (runs school) and medical consulting
Year established:	2002
History:	Administers The Bridge Academy since 2004 and medical consulting since 2002
Summary of experience relevant to this RFA:	Has run the school since it started
Total number of staff in	4

NZ:	
Number of locations in NZ:	1
Overseas locations:	N/A

4. Current business commitments & proposed key personnel


Business commitments:	Runs The Bridge Academy and administers medical consulting. There are no relevant constraints
Other Contracts with government	N/A

5. Probity

List any pending claims against the organisation:	Nil
List any court judgements or other decisions that have been made against the organisation in the last 6 years:	Nil

6. Disclosure of proposed partners

Disclosure:	N/A
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner / Sub-contractor #2	
Partner / Sub-contractor name:	
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

7. Financial information s 9(2)(b)(ii) OIA				
Current financial status:				
Gross revenue:				
Gross profit:				
Last audited financial accounts:	31/03/2012 – not audited			
Copy of latest audited accounts attached?	Yes			
Copy of latest annual report attached?			No	
Is organisation in dispute with any trade union?			No	

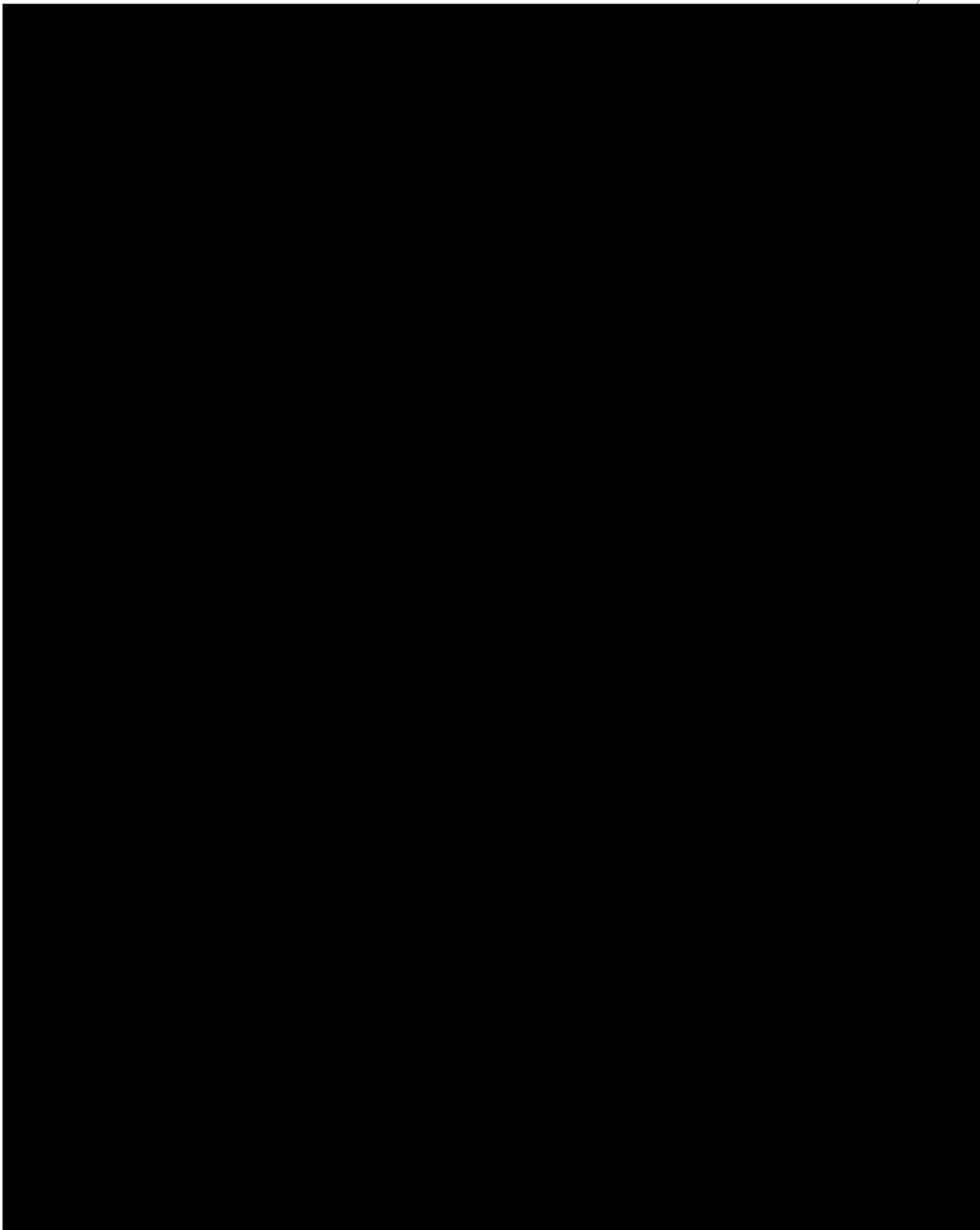
8. Quality standards	
Certificates held:	N/A
Quality assurance systems:	ERO visits (2004, 2007), external examinations
Internal audit:	Regular (annual) teacher performance assessments. Knowledge of pupil achievement
Contract management:	Nil
Monitoring & evaluation:	Similar to internal audit in terms of student achievement
Reporting:	ERO reports (ERO website). Student reports at end of each term
Financial management:	N/A
Risk management:	RAMS form for school trips
Records management:	Paper student enrolment, progress and achievement records ENROL (government electronic enrolment database)
Staff training:	Carey College staff training bi-annually; annual ACE staff training
Codes of conduct	Teachers professional standards, medical standards

9. Occupational Health & Safety (OHS)				
Health & Safety Management:				
Do you have a written health & safety policy?	Yes			
Do you have an employee participation scheme for dealing with health & safety issues?	Yes			
Is formal health and safety training given to employees?	Yes			
Records: Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	Yes			

- Hazard Register?	Yes			
- Hazard information?	Yes			
History: Have you received health and safety award/s?			No	
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?			No	
If yes provide details:				
Health & safety procedures:				
Do you have an emergency procedures plan?	Yes			
Are formal hazard assessments carried out and recorded?	Yes			
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	Yes			
Are vehicles and equipment regularly inspected, tested, examined and maintained?	Yes			

10. Referees

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SECTION 3 PURPOSE AND GOALS

QUESTION ONE

a) The Bridge Academy aims to provide a place of learning during the primary and middle years of childhood which focuses on education of the whole child to prepare him to enter the senior years of schooling as a confident learner who cares about others and is cultivating a heart of service towards his community.

GOALS

1. To provide a full curriculum, rich in diversity, so as to cultivate (or restore) a love of learning in our students.
2. Obtain maximum engagement for all learners.
3. Develop strong habits of attention, responsibility and self discipline in each student.
4. Identify, address and remediate any gaps in learning before the student proceeds to higher study at College.

MODEL

Our model at The Bridge Academy is relational, reflecting the context of everyday life in family and community.

Children naturally live in relation to a sense of God, self, others, nature, and the world of ideas. These relationships are cultivated in the educational process through a broad, challenging curriculum and staff who seek to relate respectfully to students, parents, and one another. Rather than artificially compartmentalizing subjects into neat entities where elements of commonness are often missed, we encourage our students to develop connections amongst subjects within the broader context of their studies.

KEY ASPECTS

Partnering with Parents

We take seriously our responsibility to the parents who have delegated to us the task of educating their children. Thus we will seek to reinforce, rather than usurp, the role of parents as the prime teachers regarding spirituality, morals, and discipline.

Thus whilst education will be provided on issues such as sex, drug and alcohol abuse, parents will be kept informed and invited to have input on the content and delivery of these topics. Similarly, in any major disciplinary issues beyond the day-to-day training of our students, we will seek to involve at least one, if not both, parents and/or whanau.

We also support and encourage home education, by providing guidance and enrichment classes on a part-time basis.

Celebrating Individuality

We believe strongly in recognising the individual “bent” of each child and aim, as resources permit, to consider and adapt his learning in alignment with his preferred “learning style”. However, all students are expected to participate in the broad, rigorous curriculum. They are assisted in identifying and developing their strengths, whilst at the same time encouraged to strengthen their weaknesses.

All children are held to a high standard in relationship to self, others, ideas, and work. Our focus on provision of a rich curriculum also acknowledges individuality and it is hoped every student will find within it ideas and inspiration, not just information to be learned.

Our student:teacher ratio is capped at 15 in order to give sufficient attention to each child.

Flexible Schedule

Flexible hours (including a 3 day option) allow:

- More parental involvement
- Time to develop specific talents.

Cohesive Christian-based view of life

In this view, **all** people are created in the image of God, immensely valuable and worthy of respect.

The Bridge Academy teaches all subjects within the framework of a Biblical Christian worldview.

However, Christian faith is not a requirement for enrolment in the school, provided parents demonstrate a clear understanding and support of the school's commitment to Christ-centered education.

Teachers, staff and board members are all required to sign a statement of faith.

Lifelong Learners

It is relatively easy to teach test-passing skills, which are currently necessary to gain admission to university. However, there is a broader aspect to education: learning how to learn, and how to think.

Moreover, whilst acknowledging that work and discipline are not always “fun”, we want our young people to develop a love of learning, at least in some areas of study! This will be linked to their learning style and individual talents.

Our evaluations of learning will reflect this perspective, including but going beyond merely written forms of testing (such as PAT and ICAS). Thus we will consider whether the child paid attention to the task, how much effort was expended, and how thoroughly did the child complete the activity.

“The formation of habits is education, and education is the formation of habits.”
(Charlotte Mason)

The Arts

Through a strong emphasis on appreciation of the arts, we will endeavour to inculcate in our students an appreciation of beauty in nature, art, music, literature and movement.

Servant Leaders

Our goal for students enrolled at Bridge Academy is to prepare them to become the intellectual, social and spiritual leaders of tomorrow, whether their spheres of influence be small or large.

In order to take their place in society as balanced adults, able to contribute meaningfully in various arenas, such leaders will have good self-management, be able to relate well to others, be servant-hearted and equipped with useful life skills.

b) Performance Goals

Performance Goal	How will be achieved	How will be measured
Student engagement: <ul style="list-style-type: none"> 95% attendance rate across the school Positive emotional change, including becoming more hopeful, gaining competence and self belief Behavioural improvement, including focused attention and persevering with tasks 	Provide a supportive and affirming environment where students experience success Acknowledging small gains with encouraging feedback	Attendance register Teacher observation
Student achievement: <ul style="list-style-type: none"> 85% of children to be achieving National Standards after 2 years in the school (excluding those with diagnosed learning disabilities) 	Small classes, individualized programmes	National Standards Cambridge Progression Tests PAT tests
Mission/special characteristics of the school: <ul style="list-style-type: none"> Nurture the whole child and cultivate a love of life and learning Cultivate a concern for others and a servant attitude towards community 	Provision of a full and rich curriculum Supportive atmosphere Community service activities	Teacher observation Involvement in community service
Parent, family/whānau and community engagement: <ul style="list-style-type: none"> Parent(s)/caregiver(s) to support the child in their learning and celebrate their success 	Regular communication with parents of students' success Provision of information suggesting ways to support learning and success	Attendance of and feedback from parent/ teacher interviews
Financial Management <ul style="list-style-type: none"> Operate a fiscally viable school 	Innovative approach to achieving a high staff:student ratio Use community resources such as parks, libraries, pools	Quarterly review Annual financial statements
Organisational Management <ul style="list-style-type: none"> Efficient operation of the school with high staff retention and progression 	Effective review processes at both teaching and management levels Professional development programmes	Board Meetings Staff Appraisals Staff retention

c) The key advantages of our approach include:

- Small classes allow for maximum student-teacher interaction
- Individualised programmes for each child
- Full and diverse curriculum, including the liberal arts
- Students are able to work at the level they are at, rather than their age
- Teachers will take time to build rapport; a personal and relational approach
- Short lessons maximize student attention

SECTION 4 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

Part A - Proposed student population and educational need

QUESTION 1

The Bridge Academy will initially serve students in Year 7-10. Our special needs unit, David House, will serve students from Year 3-6. We expect enrolments of students from Chinese, Korean, European, Maori, Pacific Island, and Indian families. The school will be co-educational. The roll will be capped initially at 60 students.

QUESTION 2

a) The geographic location of the school is in Pakuranga, which has a diverse range of ethnic and socio-economic groups. There is a need in this area for an alternative school to serve students as they transition from primary to secondary school. Recent studies have shown that this is currently a vulnerable age group in our state schools, with many Year 9-10 students struggling, and long waiting lists for selected intermediate schools.

b) Current provision in Pakuranga schools involves large classes in large schools. Policies of inclusion, whilst theoretically attractive, in reality are often non-achievable for the teacher, resulting either in temporary withdrawal from regular classroom work with the challenges of catching up what was missed and dealing with social ostracisation, or else the child remains in class with the risk of disengagement resulting in further non-achievement. Our model specifically addresses these deficits by providing a positive nurturing environment, small classes, and a relational emphasis.

c) The educational needs of the students that the Bridge Academy intends to enroll are many and varied.

Prior experience with operating a school offering small class size and individualised educational approaches has shown that the main source of enquiries and/or enrolments involve:

- children with specific literacy and/or numeracy educational needs
- gifted children
- children with attention difficulties
- children with moderate emotional/social needs
- students from low socio-economic backgrounds
- second language learners

The main barriers existing between these students and educational achievement are due to them needing more individualised attention and/or more time than is achievable in the regular public school classroom.

By separating Year 7-10 students from their older peers, our middle school will give these students time to mature before being exposed to some of the less desirable activities that older students are involved in. This is particularly necessary for Maori and Pacific Island students, some of whom are prone to being drawn into gangs.

Lack of achievement in many cases can also be connected to a lack of support from home, emotional instability, a lack of belief in themselves, and limited exposure to stimulating ideas.

Further to this end, Bridge Academy will seek to employ a staff member of Maori/Pacific Island ethnicity or background to contribute unique cultural understandings and connect with whanau.

Children with behavioural challenges

In the past, the school has served some children with severe behavioural difficulties, but it is our contention that these children need more support than is possible with our model. Moreover, their issues have had an adverse effect on other students, at times endangering them, and compromising the school's commitment to Health and Safety requirements. Thus they will not be adequately served by our school.

d) These students will be attracted to the Bridge Academy through a number of avenues, including:

Advertising in school and church newsletters, local newspapers, and specialist agencies (SPELD, educational psychologists, RTLB teachers, after-school tutoring services)

Promotional events/open days

The nature of the school will be attractive to the students, in particular Maori and Pacific Island families, because of our personal and relational approach.

Part B – Curriculum

Overview

The Bridge Academy will use the Cambridge International (CIE) curriculum as the foundation for what is taught to most students in the College.

Selected students may follow the Accelerated Christian Education (ACE) curriculum where this is deemed most suited to their particular learning needs. This is a self-paced, mastery based programme where the students can progress at his own speed and work at different levels in different subjects.

Why Cambridge?

The following information from the Association of Cambridge Schools NZ (ACSNZ) website, outlines the strengths of the Cambridge curriculum.

Cambridge offers a complete curriculum package, with examinations linked to support for both teachers and learners.

Cambridge was established in 1998 to provide high-quality, leading-edge qualifications that would meet the demands of employers and educators the world over.

Cambridge is characterised by international currency, benchmarking of standards, a 'gold standard'; transparency in reporting outcomes, backed by research; and flexibility in what is offered, including the possibility of customising syllabuses for local conditions.

Cambridge recognises that not all that is important in education is testable. Cambridge qualifications offer a wide diversity of options and pathways, reflecting the need for individualised learning strategies.

Cambridge syllabuses and assessments aim to encourage independent learning, self-reliance, problem-solving and enquiry-based approaches to teaching and learning - not rote-

learning the facts.

Recently, Cambridge launched the Cambridge International Primary Programme for students in Years 1 to 6 and soon after, the Cambridge Lower Secondary Programme for students in Years 7-9. This programme leads to IGCSE.

Cambridge's international A and AS Levels satisfy the entry criteria for every university around the world and are equal in value to UK A and AS Levels. They are recognized by universities in NZ, Australia, Canada, UK (including Oxford and Cambridge) as well as throughout the European Union. In the USA they are accepted by all Ivy League universities (such as Harvard) and can earn students course credits up to one full year of credit. Cambridge publishes comprehensive lists of all institutions that recognize its qualifications, including details about entry criteria and the grades needed for entrance.

The Bridge Academy believes that this curriculum will be well suited to meeting the needs of our student population as it provides clear, achievable goals and milestones for the students to work towards. There is a strong focus on literacy and numeracy which will equip students with the knowledge and skills to succeed in later schooling (whether towards NCEA or other qualifications). The problem-solving and enquiry-based approaches to learning will promote student interest and engagement. The flexibility will allow the Bridge Academy to customise our syllabus for local conditions, ensuring the content is relevant for our learners.

However it is also an ambitious approach, as it has clearly in view a pathway to college and university, not just in New Zealand, but internationally, to some of the best universities in the world. This clear pathway will allow students to chart their course not only through their secondary schooling but into tertiary studies as well, providing further motivation for them to learn and achieve well.

English

A key focus will be allowing the students to understand the world around them, how they fit into, and how they can contribute to it. Therefore emphasis will be given to ensuring all have the skills to decode the information in the media about them, analyse it, and can communicate their thoughts and opinions competently and confidently.

Small class sizes mean the student will always be working on a creation of personal interest that has purpose in the real world. This also allows them to explore cultural identity or personal interests. This might be a magazine, newspaper, letter, pamphlet, video production, short story, poem or drama. In essence all learning will be connected to an outcome of personal interest.

Teaching Strategies

- Direct instruction
- Interactive brainstorm whiteboard sessions
- Interactive computer network
- 1 to 1 conferences
- Small group conferences

An interactive computer network is employed for teaching and assessing individuals and small groups. This allows teacher and student to work simultaneously on the one piece of work. This facilitates 'real time feedback' and modelling of the task in question. Also the teacher can instantly observe specific teaching needs while observing the work in progress. This technology also allows the children to share their work with others to both celebrate achievement and inspire others.

Students will work:

- As a class
- Small group

- Individually.
- Group discussion
- Class reading (novel, short story etc) with associated tasks
- On-going personal reading

This work will be assessed with anecdotal records, verbal and written reports from students.

The necessary skills will be taught in small units, with relevant exercises. The emphasis is on small and regular instruction so the teacher can ensure all are achieving. Students will have lessons in:

- Grammar
- Spelling
- Vocab
- Current events comprehension

The work will be assessed by 1 to 1 conference and written work.

Individual creativity will be encouraged through:

- Ongoing journals/ creative writing in all genres
- Producing magazines
- Producing video productions
- Drama

Level 3

Language basics

All students being monitored individually for proficiency in :

- Sentence construction
- Phoneme awareness
- Spelling rules
- Range of vocab

Instruction through class and small group lessons

Assessment through regular 1 to 1 conferences

Written language

All students will be monitored individually for proficiency in:

- Creative essay structure
- Transactional essay structure.
- Literature essay structure

Instruction through class and small group lessons.

Assessment through assigned written tasks.

Reading

Students being guided to enjoy, compare, evaluate, conclude and present ideas from a range of reading material, both orally and in writing.

- Comprehension/ Close Reading
- Poems
- Short stories
- Novels
- Drama

Instruction and inspiration through interactive discussions before and during the reading.

Assessment through: retelling of story / reading log/ written summary, Marked specific tasks.

Viewing

Students will be guided to understand the style, techniques and message in a range of films and posters.

Instruction through group discussion.

Assessment through written tasks.

Presentation

Students will be guided to present personal views 16

- Orally
- In writing
- Through electronic media
- Video work
- Drama

Assessment through anecdotal records of finished production.

Levels 4 & 5 will follow a similar pattern but with extended difficulty and proficiency in Written Language, Reading, Viewing and Presenting; and less time on the basics.

The transition from level to level is relatively seamless. It mainly involves the introduction of more complex texts and encouraging the employment of increased knowledge.

A range of texts and other media will be used to encourage children to take an interest in and be able to evaluate, the lives and ideas of others. Examples are:

Heroes

Facing Up- Bear Grylls

Kiwi Heroes- Bronwyn Sell

Going Solo- Road Dahl

The History Makers (Adventures in NZ)- Vaughan Yarwood

The World's greatest Indian (film)

Government

Animal Farm- George Orwell

Lord of the Flies- William Golding

Things Fall Apart- Chinua Achebe

The Wave- Morton Rhue.

War

Tu- Patricia Grace

Anzacs- Tony Williams

Empire of the Sun (film)

The Piano

Life's lessons

King Of Shadows- Susan Cooper

Holes- Louis Sachar

Looking for Alibrandi- Melina Marchetta

The Catcher in the Rye- JD Salinger

Red Cliff- Bernard Becket

Thunder Road- Ted Dawe

The Pearl – John Steinbeck

Of Mice and Men- John Steinbeck

The old man and the sea- Ernest Hemingway

Freedom writers (film)

Boy

Appreciating Others

The Outsiders- Chinua Achebe

Stone cold- Robert Swindells

The Fat Man- Maurice Gee

The Bone Setters Daughter- Amy Tan

Letter From the Inside- John Marsden

Memory-Margaret Mahey

Chinese Cinderella- Adeline Yen Mah
 See ya Simon – David Hill
 Sold- Zana Muhsen
 The curious Incident of the Dog in the night-time- Mark Haddon
 Potiki- Patricia Grace
 To Kill a Mockingbird- Harper Lee
 Face- Benjamin Zephaniah
 My Family and Other Animals- Gerald Durrell

Bend it like Beckham (film)
 Crash
 Remember the Titans
 The Kite Runner

Mathematics

The Mathematics programme will follow the Cambridge Secondary 1 Mathematics curriculum framework for Year 7-9, with Stages 7, 8 and 9 corresponding to these three year levels. Students will normally work at their year level, but the programme will be flexible to allow students to engage at the level that best suits them.

At Year 10 students will normally study the Core IGCSE Mathematics (0580) course. Again, the flexible approach at the Bridge Academy will allow students who are struggling to work at a lower level to ensure mastery of basic concepts, while students who need extending can follow the Extended IGCSE Mathematics (0580) course.

The Bridge Academy will use textbooks that have been endorsed by Cambridge. These will likely include:

- Pimental and Wall, *Cambridge Checkpoint Maths*, Student books 1, 2, and 3, Hodder Education
- Pimental and Wall, *Cambridge IGCSE Mathematics Second Edition*, Hodder Education

Instruction will be given on topics, principles and methods used, then students will be given ample time to practice and master the necessary skills. Small class sizes will allow for plenty of 1-on-1 tuition, to ensure that all students gain mastery of the necessary skills and ideas.

Science

Students will learn about science through three main avenues: Structured science lessons, researching historical science and scientists, and nature study.

Structured Lessons

Structured science lessons will incorporate instruction, investigation and communication of scientific knowledge, theories and ideas.

Year 7-9 will follow the Cambridge Secondary 1 Science curriculum, normally culminating in the Cambridge Checkpoint assessment at Year 9.

The Bridge Academy will use textbooks endorsed by Cambridge. These will likely include:

- Peter D Riley, *Cambridge Checkpoint Science*, Student Books 1, 2, and 3, Hodder Education

Year 10 students will normally begin study towards IGCSE Co-ordinated Science (0654), a double-award programme that ensures sound preparation for higher level science studies.

The Bridge Academy will use textbooks that are written for the IGCSE Co-ordinated Science course. These will likely include:

- Jones, M, Jones, G, Marchington, P & Acaster, D , *Balanced Science 1 & 2*, Cambridge University Press

Lessons will generally follow the topics as presented in the textbook. Opportunities for relevant practical work and investigation will be provided.

Nature Study

Scientists explore and study the world around them, and the nature study programme is designed to encourage students to explore, observe, and record observations of the natural world. Students will keep a nature journal and will contribute to this regularly. This will foster enjoyment of and curiosity in the world around them, and should naturally lead to compassion and a concern for the welfare of the environment.

Historical Science

An important aspect of learning science is understanding that it comprises a body of knowledge and theories based on historical observations made by people. Through research students will get the opportunity to study the work and discoveries of famous scientists of the past, and may in some cases attempt to replicate their experiments. This will help students to place science in its proper context historically.

Social Studies

The Social Studies course will include studies of history as well as current events.

Why Study History?

- It is good for us to remember and pass on what has been done in the past
- It affords a wealth of lessons from the experiences of myriad others from which we may learn painlessly!
- It presupposes an orderly progression over time, thus events tend to repeat themselves.
- Due to the commonality of human nature, the lessons of the past, including in different cultures, speak to those of the present and the future.

Aims

- Conceptual awareness of history as a coherent story of humanity
- An orderly understanding of the events of the past as presented chronologically. History on this earth is linear in terms of time: it has a beginning and will have an end. Within this, however, repetitive cycles may be identified.
- A global perspective of the place of the student's community, city, and country by seeing the broad sweep of history from its beginning and fitting their own time and place into that landscape.
- An increasing understanding of the lessons afforded by studying the lives of great men and women, battles and wars, important inventions, world religions, daily life and culture, great literature etc.
- An understanding of the roles and jurisdictions of individual, family, church, market-place and state.
- Increasing skill in evaluating the organisation and function of societies
- Increasing skill in evaluating the consequences of the choices and ideas of individuals, communities, nations

Methods

Students will study world history over four years. The four segments of history studied are:

- Year 7: Ancient History
- Year 8: Middle Ages
- Year 9: Reformation and Renaissance
- Year 10: Modern History

New Zealand history, and the place our nation has within a global context, will be woven into this plan.

Skills to be Developed

Students will become proficient in:

- constructing timelines
- outlining
- using and evaluating primary sources
- organising information in written assignments

Curriculum Resources

Tapestry of Grace is an integrated curriculum that covers the humanities: history, church history, literature, geography, fine arts, government, philosophy, and writing & composition. It integrates all subjects: people, events, and movements are studied in the time period in which they were most influential. Lessons are presented from all modalities: visual, auditory, and tactile.

Using components of Classical Education, resources are arranged for learning levels — stages, not ages. The student gains an understanding of relationships between historical events, looking for similarities, trends etc. They trace chronological connections, study cause and effect, and learn the organisation and evaluation of information

Current Events

Students will use news media to keep a log of current events. The students will use their knowledge from their history studies to critique the issue, determine underlying motivations, potential cause and effect, and perhaps offer solutions in line with their understanding of jurisdictions.

Art

The art course will involve practical instruction, picture study and project work.

Practical Instruction

Lessons will be given in practical art techniques including drawing and painting.

Picture Study

Students will study various artworks by famous artists, gain an appreciation for the ideas and techniques of the artists, and attempt to reproduce some of their works.

Project work

Students will study the place of art in culture through the social studies course.

Community Work

In line with the purpose and goals of the Bridge Academy, students will be involved in community work, serving the local community around the school. This could include:

- Cleaning and maintaining local beaches, parks, waterways
- Gardening or other support for local residents, particularly elderly or disabled
- Tutoring or performing in local primary schools or ECE centres.

David House

Students in David House will each have an IEP (Individualised Education Programme) which will identify and address gaps in their learning, and specifically address particular learning barriers they might have. Learning materials will often be hand-picked to meet the child's needs. Their curriculum will be aligned as much as possible to the Cambridge Primary Programme, but will be driven primarily by the needs of the child.

Part C - Learning environment and teaching

QUESTION 6

The distinctive approach of the Bridge Academy allows for a number of useful approaches that will help the student population maximise their learning. Some of the instructional approaches used at Bridge Academy will include:

- Personalised and relational approach – small classes will allow teachers to get to know individual students well, and these relationships will help students learn
- Individualised learning – students will have programmes tailored to meet their needs
- Extensive 1-on-1 tuition within the classroom context
- Short lessons maximise student attention
- The rich curriculum, full of good literature and inspiring ideas will cultivate or restore a deep love of learning
- Co-operative learning activities
- Integrated learning tasks for visual, auditory and kinaesthetic learners. Some cultural groups tend to prefer a more interactive hands-on approach to their learning. For many students with learning challenges such as Dyslexia and Dyspraxia, these tasks give them an opportunity to excel.

These approaches will not only engage the students and cultivate a love of learning, which will motivate them to acquire the knowledge, proficiency and skills to achieve at high levels, but also provide for ample assistance where students are struggling. In this way the school will meet its goals of student achievement and engagement.

QUESTION 7

The personal and relational approach will be a key factor in engaging Maori and Pacific Island students and promoting their learning. The Te Kotahitanga initiative identified a number of effective strategies in promoting Maori achievement and these will inform our practices at Bridge Academy.

QUESTION 8

The positive, nurturing environment, made possible through small classes and a personal approach from teaching staff, will go a long way to addressing the specific needs and barriers identified above. These students need to know they are cared for and valued as people before anything else, and the Bridge Academy's goal of educating the whole child addresses

this need. Students with the needs identified above need 1-on-1 teaching which is made possible through our small class format. They also need to experience success on a regular basis to build self-confidence and encourage them to keep learning, and our curriculum is designed to deliver this early and often.

QUESTION 9

Self-review within the school will be both formal and informal. Staff will be encouraged to be reflective in their practice. Regular staff meetings will allow staff to reflect, discuss and feed back on progress across the school. A more comprehensive review of progress school-wide, in regards to meeting the goals of the school, will take place at the end of each term.

Part D. Student progress and achievement

QUESTION 10.

The Bridge Academy will not offer any formal school leaving qualifications due to the school only catering for students up to Year 10.

However, students working on the Cambridge curriculum will have the opportunity to sit IGCSE examinations in some subjects. The Bridge Academy has an existing relationship with Carey College, a registered Cambridge Centre, who have allowed students from Bridge Academy to sit Cambridge examinations there in the past.

Students working on the ACE curriculum will be able to begin to accumulate credits towards an A.C.E Certificate as a pathway to tertiary education.

QUESTION 11

a) Rather than placing primary emphasis upon performance on the next exam, teachers focus on the kind of student a child is becoming, including aspects such as focused attention, consistent effort, thoroughness, proper respect for authority, and relating well to his peers.

In saying this, student achievement will be regularly tested and monitored to ensure the school is serving them well and meeting stated achievement goals. Formative assessment will include teacher observation of character development in the aspects listed above, as well as assessment and feedback on the variety of learning tasks students are working on in the classroom. Summative assessment may include, but not be limited to:

- End of unit tests (approximately two per term per subject)
- Cambridge Progression Testing (annually)
- Cambridge Checkpoint testing (end of Year 9)
- e-asTTle
- PAT Testing

Students following the ACE curriculum sit tests at the end of each completed unit of work.

Student achievement will be reported informally in communication with parents, and formally through school reports in Term 2 and Term 4.

Initial learning goals will be set on enrolment and progress will be measured against these. Progress can be monitored daily because of the small class sizes, so no child can fall through the gaps. Goals will be formally reviewed every 6 months in consultation with parents.

b) As part of the reflective practice and self review process in the school, results from assessments will be used to evaluate the success of teaching methods and units of work, and improvements made where necessary.

4.2 SUPPORT FOR LEARNING

Part A – Parent / Family / Whānau / Community involvement

a) Attendance is linked to feeling comfortable, feeling capable, and being valued.

Primarily high attendance levels will be achieved because the children know they are benefiting from being at the school and enjoy the environment as a predictable, safe place.

If a child does not attend on a particular day, they will be followed up immediately.

Constant communication opportunities will keep the school staff aware of any constraints upon physically getting to school on time and be dealt with as necessary.

b) Children in this age group, particularly from certain backgrounds, can be very sensitive about the level of parental involvement in their lives. In cases where a mum is a solo parent, she may often be intimidated by the child over things like report evenings, and therefore not attend. Thus an indirect approach to increasing parental support is best. The school, while not ignoring the parents, puts its emphasis on educating and activating the children.

Regular notices about upcoming events will encourage them to be part of what is happening.

An answer-phone/email service will provide updates.

A website will inform and promote the school activities.

Parent evenings will coincide with reports.

c) Various community groups offer parenting courses. The school will aim to increase awareness of these and encourage parents to attend.

In addition, parents will be offered opportunities to come to the school and learn how best to help their child with simple learning tasks such as spelling and reading assignments.

d) The community will be informed of school progress and achievements through:

- the school website
- regular email newsletters
- Social media
- Award ceremonies
- Cultural events

Part B – Community Participation

“The Community is our classroom” is a slogan we have always adhered to.

Prior relationships with local Community recreation centres have included weekly swimming/water safety/kayak lessons at the local council swimming pools (Lloyd Elsmore Park), skate-boarding, and sports classes at PYCC gym Panmure with block classes in basketball, team-building activities, indoor hockey and gymnastics.

Students have enjoyed a variety of Education Outside the Classroom (EOTC) experiences provided to schools at the Botanical gardens, Auckland Zoo, Auckland Philharmonic Orchestra, Waitakere ranges, Auckland Museum and MOTAT.

Some of our teenagers have participated in The Duke of Edinburgh award, involving individual activities, group tramps, and service opportunities taking Alpacas to visit the elderly in Retirement homes.

The school venue in Pigeon Mountain Rd is well-placed to enable students to continue to maximise their use of facilities in the surrounding community.

Lloyd Elsmore park with its swimming pools, netball courts, skate-board park, and variety of sports fields is within easy walking distance. Community libraries are nearby at Highland Park and Pakuranga. The newly-developed Wakaaranga wetlands and volcano, Pigeon Mountain are excellent local nature areas for Nature Study-an integral part of our science programme.

Part C – School Organisation and Culture

QUESTION 4

There will be four classes corresponding to the four year groups 7-10, and each with a maximum of 15 students. Students in Years 7 and 8 will combine at the start of each day for roll call, motivational activities and notices. Students in Years 9 and 10 will similarly combine.

Core academic subjects will be timetabled variously throughout the morning so that each Year class has structured time with an English language, Mathematics teacher and Science teacher.

Thus the curriculum can be delivered at the appropriate level and the teacher will monitor and assess student learning. The small class numbers and time allocated will enable the teacher to support those who have difficulty, and suggest extensions for the more able students.

Focus is on learning not test-passing. Students are encouraged to observe, explore, discuss, and understand.

Social Studies (a combination of history, geography and current events) will be taught as an integrated topic, including aspects of science relevant to the topic. This is to enable students to see the inter-relationships amongst subject matter and appreciate how their learning applies to life outside the classroom. Plentiful opportunities will be offered for students to study topics of individual interest to them within the greater sphere of the topic at hand. Thus we aim to nurture and support their innate love of learning.

Academic study will be completed by lunch time each day. The afternoons will be spent alternating amongst sport, community service, music, art cultural activities/field trips.

Classrooms will be attractively furnished and decorated in ways which encourage a desire to learn for oneself, and have relevance to the outside world.

Thus, in addition to suitable furniture for writing and computer work, there will also be comfortable flooring and seating for reading and other activities.

The emphasis in decoration will be to encourage appreciation of beauty, excellence and quality, rather than what is cheap and functional.

Learning and Development Centre ("Special Needs" Unit: David House)

This will be a separate room with a homely, comfortable atmosphere. It is envisaged that in the future, as resources allow, this will become a small house.

Much of the day-to day organisation as outlined above applies in this setting as well.

Students may be placed here initially according to their needs at enrolment, with the intention of integrating them into a regular class in the future as they achieve their learning goals. Younger students will progress through the learning centre into the middle school.

QUESTION 5

The Education Act stipulates the required number of hours per day, and half-days per year, for which a child aged 6-16 must attend school.

Past experience with flexible home/school hours (e.g. a 3-day week with students assigned work to be completed off-site on the other 2 days), and shorter/longer variations on the usual school day, has shown that the majority of parents prefer a day in keeping with state schools.

Similarly, apart from a longer summer break, adherence to a similar 4-term structure to the state system is best.

Parents may themselves be employed in the state sector, and/or have other children enrolled in state schools, thus a similar yearly calendar will be chosen.

Academic subjects will be timetabled in the morning hours. Formal class instruction will be combined with opportunities for group and independent study. Assessment will be both formative and summative.

The afternoon programme will differ each day as different classes engage in sporting, cultural, community service, art and music components of the curriculum.

The proposed venue for the school operates a before and after-school programme which will be available to students enrolled in our school.

A formal opportunity for parent-teacher conferences will be offered once per term. In addition, parents/caregivers will be encouraged to email their child's teacher to discuss issues of concern and, where, indicated arrange a suitable time to meet.

Reports will be sent to parents/whanau/caregivers twice yearly, at the end of Terms 2 and 4

Teachers will be encouraged to attend Professional Development courses in keeping with their interests and goals. Relief teachers will be supplied as needed. In general, there will be no co-curricular activities after school as these will be incorporated into the school curriculum as outlined above.

Part D – Safe Learning Environment

QUESTION 6

The school's "philosophy and methodology regarding student behaviour, discipline and participation in school activities" is detailed in the Teachers Handbook supplied

We seek to cultivate an atmosphere of mutual respect, kindness, service, a shared excitement about the good, true, beautiful, and brave, and forgiveness and repentance when necessary. Children learn the consequences of their choices, whether enjoyable or not.

Older students are expected to model acceptable behaviours to their younger peers. The small total numbers in the school facilitates a sense of family/whanua, which is further developed by allocation of students to small groups for pastoral care. These will have students of differing year groups where modeling and "buddy" support will be provided.

Rules are clear, fair and linked to the undergirding value of mutual respect-of property, others and self.

On enrolment all students read and sign a contract agreeing to stated behaviours. This then forms the basis of any subsequent discipline. (ref. parent info pack and teachers handbook)

Our philosophy for correction of unwanted behaviours is primarily restorative, not punitive. As far as possible, parents/caregivers and other whanua/family members are included for all repeated problems.

All students are expected to participate in all school activities unless there is an exceptional reason. The development of self-discipline required to tackle less desirable tasks and activities is considered crucial to attaining maturity.

QUESTION 7

The Teachers' Handbook details the "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)"

Small classes and close relationships amongst students and between school and family mean opportunities are readily available for communication on issues of concern. Teachers will maintain a high level of vigilance; any suspicious behaviour will be investigated early.

Absolute zero tolerance policy for drugs or any form of bullying. For clear guidelines for access of visitors to the school, safe drop-off and fetching policies, etc - see Teachers' Handbook.

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

QUESTION 8

a) The Bridge Academy has created numerous helpful links with organisers of a variety of professional development opportunities. It has access to those offered and/or advertised by the Ministry of Education as well as many others. In the past staff have attended helpful meetings/workshops on gifted education, dyslexia, assessment using eaSSTle, primary science workshops and Cambridge Examination courses. In addition, the management has good relationships with other small schools such as Carey College in Panmure and Mt. Hobson Middle school in Newmarket. In the past, our staff have attended professional development opportunities at both these schools.

Members of our management have also visited two overseas schools (USA and South Africa) with a similar model to ours to gain insight into how best to operate. These are part of Ambleside Schools International, an organisation which offers annual professional development opportunities as well as ongoing online support.

Thus we are well-placed to design and identify such opportunities for our future staff.

b) Any staff who are not registered teachers will have been carefully chosen because of their outstanding qualities and expertise in assisting the school to "meet the needs of priority students".

Due to the small staff complement, it is envisaged that ample opportunity will exist day-to-day for informal opportunities for support and advice.

In addition, however, formal accountability relationships will be developed amongst all staff, with a view to support and mentoring. Our proposed staff complement of 2 experienced, registered teachers, and 2 others, not necessarily registered, has been chosen so as to assign one registered teacher to one non-registered, or provisionally registered teacher, in a formal relationship similar to the Advice and Guidance programmes for the latter.

Accountability will be linked to performance indicators drawn from the Registered Teacher Criteria.

c) Professional Development will be targeted at training staff to better support the needs of students. They will attend workshops on topics such as:

- Training in special needs
- PD in cross-cultural communication
- Training in emotional needs, gifted kids
- Ambleside Schools International Training – for curriculum and learning environment

SECTION 5 BUSINESS PLAN (to follow)

SECTION 6 OPERATIONS PLAN

Section 6.1 Student Policies and Procedures

Part A - Timeline for registering and enrolling

As soon as the school has been granted partnership/kura hourua status, we will advertise in local newspapers and school newsletters and inform RTLB teachers, SPELD and local educational psychologists. Prospective students and their parents/caregivers will be invited to attend an interview at which the vision and values of the school, and methods of operation, will be explained. Whilst the school will be open to all who apply, like state schools it may refuse entry to students with a history of violent behaviour who are considered likely to compromise the safety of others or their learning.

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

These are outlined in the Teachers' handbook and aligned to the Ministry of Education's guidelines. Essentially, withdrawal, suspension or expulsion will be for cases of a student's gross misconduct, continual disobedience and/or the risk that their behaviour might seriously harm other students if allowed to remain in the school.

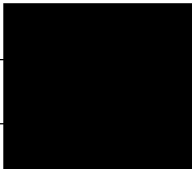
Part C – Grievance Process

The school's complaints policy is outlined in the Parent's Information Pack. Essentially all complaints from parents and students should initially be communicated to the appropriate teacher. The teacher will record the complaint and assure the complainant of appropriate action. More serious complaints may be reported to the principal who will use his discretion as to whether it needs to be addressed by the Board. When necessary parents will be advised of any further action.

SECTION 6.2 Personnel

Part A - Key leadership roles

QUESTION 1

Principal (this role will be filled by one of the full-time teachers)	To be decided
Administrator	To be decided
English/Social Studies Teacher	 s 9(2)(a) OIA
Maths/Science Teacher	
Special Needs Teacher	

QUESTION 2

All staff will profess to an active Christian faith. Staff will be versatile with experience across a range of teaching subjects so as to be able to teach a number of different subjects within the school curriculum. Full-time teachers will be fully registered and will be required to meet the NZ Registered Teacher Criteria and demonstrate this in their classroom teaching. This includes a commitment to the Treaty of Waitangi, cultural inclusion, creating lifelong learners, and a commitment to establishing and maintaining a safe and effective learning environment. Teaching staff need to demonstrate an innovative, child-centred pedagogy in their philosophy and teaching style.

Part-time Tutors may not need to be registered teachers, but will demonstrate an equivalent or better level of expertise in their particular field, and have proven experience working with children. Adequate support will be provided by assigned mentor teachers to ensure the school's standards are maintained.

The administrator will be an excellent communicator with sound skills in marketing and finance. This person will have a key role in communicating with parents, whanau, and the wider community, so good interpersonal skills are essential.

An active Christian faith as evidenced by a compassionate concern for the whole child, combined with extensive experience in classroom learning environments, will help the school implement its vision to identify and meet individual students' needs and maximise their learning.

Part B - Qualifications of school staff

QUESTION 3

As stated above, there will be two full-time fully registered teachers, and two part-time tutors and a special education teacher.

The teacher operating David House will have extensive experience in dealing with students with a variety of special needs including Gifted and Talented, specific learning difficulties and those with a range of emotional and social challenges.

QUESTION 4

Teaching positions will be initially advertised in the Gazette. Suitable candidates will be short-listed, and interviews conducted by the Principal and representatives of the Board. Following the interview, background and Police checks will be done to ensure the safety of students and other staff in the school.

Volunteers and contractors will also have background and Police checks done before being allowed to work in the school.

Part C - Staffing Plan

QUESTION 5

There will be four classes corresponding to the four year groups 7-10, and each with a maximum of 15 students. There will be two full-time registered teachers in the school. There will also be two part-time tutors to ensure that all four classrooms are adequately supervised.

In addition, there will be a special education teacher in charge of David House.

Core academic subjects will be timetabled variously throughout the morning so that each Year class has structured time with an English language, Mathematics teacher and Science teacher. Thus the curriculum can be delivered at the appropriate level and the teacher to monitor and assess student learning. The small class numbers and time allocated will enable the teacher to support those who have difficulty, and suggest extensions for the more able students.

The student:teacher ratio will be no more than 15:1.

Part D – Employment Policies

QUESTION 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.

Refer to the Teacher's Handbook for staff employment policies.

Part E - Volunteers and contractors

QUESTION 7

Parents of students, or other members of the community, may be used from time to time to assist teachers and/or provide special lessons on topics of interest. (e.g. a World War II veteran may come to speak about their experiences).

Sport lessons may variously be provided by teachers, parents, or suitable contractors as a paid arrangement. Similar arrangements may at times be made for dance, drama, and music.

Part F - Performance Management and Appraisal

QUESTION 8

Teacher appraisal is the responsibility of the principal. The principal negotiates a time frame with the teacher; this should be within 6 months of commencement of employment, and annually thereafter.

(Refer to the Teacher's Handbook: Appendix 8).

Less formal mentoring arrangements will be conducted continuously.

SECTION 6.3

Legislative and Health & Safety

Part A – Health and Safety

The Health and Safety requirements are detailed in the teachers' handbook.

Proposed actions to ensure the safety of students and staff are similarly contained in the Teachers' Handbook.

Part B – Records and Information Management

Our Code of Practice regarding the privacy of information is written in the light of the Privacy Act 1993 and is binding on all staff. Details may be found in the Teachers' Handbook Appendix 1.

All clients are to be advised, by notices with all enrolment or application forms, that information is being collected and the conditions that pertain.

Both the school's own application form and the standard enrolment form provided by the New Zealand Principal's Federation will be completed for each student and stored securely.

Enrolment data will also be maintained and updated on ENROL, the Ministry of Education's school student enrolment register. Only named individuals will have access to this register, which is password-protected.

Attendance will be recorded on paper registers (e.g. Register of Attendance Form E. 19/1) in accordance with legal requirements (twice daily, morning and afternoon). These forms will be kept secure by the Board of Trustees for the required period of 25 years.

In the future, an electronic Student Management System may be introduced to supplement paper documentation.

The school will also complete bi-annual roll returns and participate in roll audits as required.

Achievement will be recorded in the student's personal portfolios and stored centrally on the school's electronic data base.

2 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. OR jointly with [insert name of Applicant#2] OR in consortium with [insert names of consortium Applicants]	agree / disagree
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 / disagree
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 / disagree
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 / disagree
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 / disagree
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 / disagree
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 	agree / disagree

	anti-competitive arrangements with any competitor b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period). 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.	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	
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 / disagree
Declaration:	The Applicant declares that in preparing this Application it: 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. 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.	agree / disagree
DECLARATION 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. This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.		
Signature:		
Full name:		
Title / position:		
Date:		

3 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		
2. Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 th April 2013		
3. Complete all required sections of the application.		
4. Nominate and provide details on 3 suitable referees		
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	