



Request for Application to operate a Partnership School | Kura Hourua opening in 2015.

Part Two - Application Form

Submitted By:
Manukau Christian Charitable Trust
Community Christian School (Flat Bush)



**Manukau Christian
Charitable Trust**
Shining Jesus' Love In Community

ISSUE DATE
CLOSE DATE

19 December 2013
11 March 2014 12:00 pm

1	APPLICANT CONTACT DETAILS	4
I.	CONTACT PERSON FOR THIS APPLICATION.....	4
II.	SPONSOR ORGANISATION	4
III.	REFEREES.....	5
2	APPLICANT PROFILE	6
I.	APPLICANT ORGANISATION	6
II.	OVERVIEW OF APPLICANT'S ORGANISATION.....	7
III.	CURRENT BUSINESS COMMITMENTS	8
IV.	PROBITY	9
V.	PROPOSED SUBCONTRACTORS	9
VI.	FINANCIAL INFORMATION	9
3	SCHOOL OVERVIEW	10
I.	SCHOOL LOCATION	10
II.	YEAR GROUPS	10
III.	PRIORITY LEARNER GROUPS	11
IV.	SCHOOL ROLL	11
4	EXECUTIVE SUMMARY	12
5	PURPOSE AND GOALS	13
6	EDUCATIONAL PLAN	18
7	BUSINESS PLAN.....	38
8	OPERATIONS PLAN	43
9	ACCEPTANCE OF DRAFT AGREEMENT	52
10	ASSUMPTIONS, RISKS AND CAVEATS	52
11	APPLICANT DECLARATION	53
12	APPLICANT CHECK LIST	56

Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

1. Applicant Contact Details

i. Contact person for this Application

Contact person:	Tony Bracefield			
Position:	Manukau Christian Charitable Trust Chairman			
Phone number:	(09) 262-3463			
Mobile number:	(021) 217-3837			
Email address:	tony@mcct.org.nz			
Is the contact person authorised to negotiate?	Yes			


ii. Sponsor Organisation

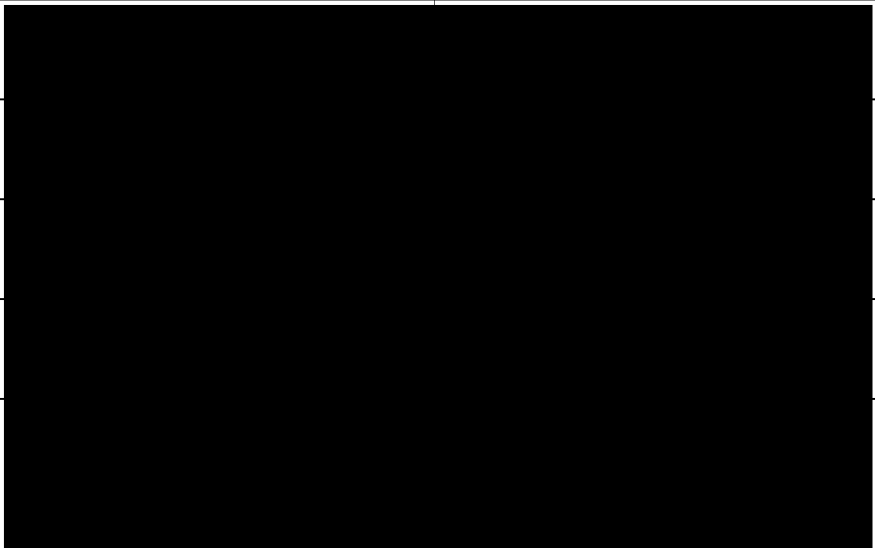
Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

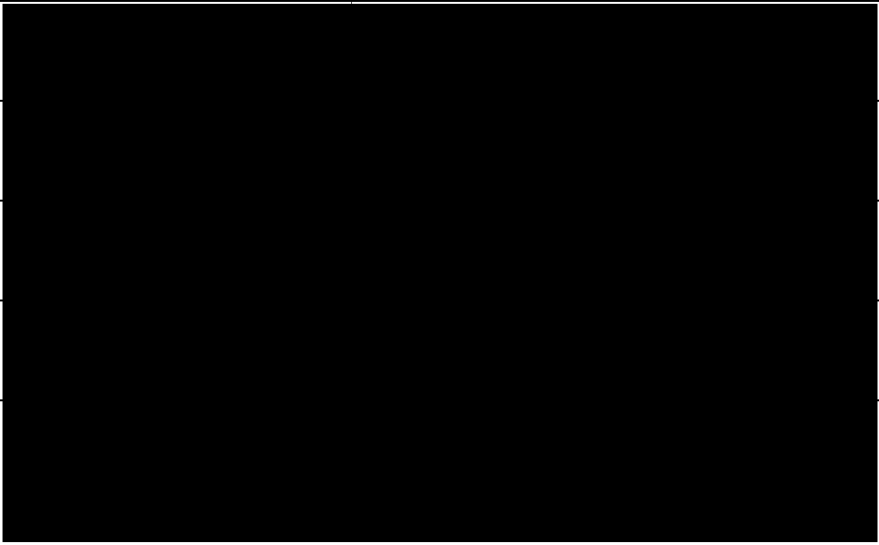
Full legal name:	Manukau Christian Charitable Trust		
Trading name: (if different)	n/a		
Name of parent organisation:	n/a		
Physical address:	30 Hilltop Rd, Flat Bush, Manukau (Donegal Park census catchment)		
Postal address:	30 Hilltop Rd, Flat Bush, Auckland 2023		
Website:	mcctrust.org.nz		
Location of head office:	Auckland		
Type of entity (legal status):	Charitable Trust		
Registered Charity	Yes		
Charity (or) Company registration #:	1210651		
Country of residence:	NZ		

iii. Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.




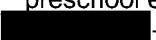

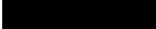
Referee #1	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2005-

Referee #2	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2011-

Referee #3	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2005 -

Letters showing we have support from a number of sources are in Appendix 4

Letters of support are from

s 9(2)(a) OIA  – Paptoetoe Otara community Board re MCCT's community involvement
 – Ngati Kahu re MCCT's community involvement
 – ATWC Anglican Trust for Women and Children re our partnership with them in providing preschool education to children from needy families they are working with
s 9(2)(a) OIA  – Waimanu Outdoor Education Centre – who will partner with us in outdoor education
 – a past parent of Sunshine Preschool who had a child in our 5 yr old programme
 – a past and current parent from Sunshine Preschool

s 9(2)(a) OIA

2. Applicant Profile

i. Applicant Organisation

a) Do you intend to establish a new legal entity to run the school? (delete non applicable)

Response

No

b) Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

Response



Sponsor intends to run school

ii. Overview of Applicant's organisation

Type of organisation:	education
Year established:	2002
History:	<p>In 2002 local residents set up Manukau Christian Charitable Trust to serve the people and the gospel in Manukau. The trustees had a passion for improving education, life outcomes and employment among the communities of the then Manukau City. Trust members had previous and current experience in a wide range of education across New Zealand.</p> <p>In July 2009, the Trust reopened St Andrews Christian Preschool in Manurewa which now reaches more than 50 families in the Manurewa community.</p> <p>s 9(2)(b)(ii) OIA The services of the Trust expanded rapidly in 2010 as a result of receiving a [REDACTED] grant from the Ministry of Education to build an 80 Licence preschool. Construction of Sunshine Christian Preschool was completed in August 2010 and the Trust completed the Hilltop Community Centre in September 2010. The Preschool has grown rapidly and expanded its license to 80 children at the end of 2012. Over 90 families have children enrolled in this Preschool.</p> <p>The Community Centre is regularly used by local indoor netball and football sporting groups, community youth groups, a Chinese bilingual playgroup, a midwife, social worker, lawyer and pastors. The Trust works very closely with Redeemer Grace Presbyterian Church who rent the Community Centre facilities for services on a Sunday.</p> <p>Redeemer Kids, an OSCAR approved after school and holiday programme was launched in 2011. Part of the after school programme is a homework club in which children are helped with their homework and reading or given other educational work to do to help develop literacy, numeracy and language skills. This programme has helped more than 150 Maori and Pasifika children from local low decile schools to develop their skills and confidence to better succeed at Primary and Intermediate School. The Trust takes a number of children of Maori and Pacific backgrounds who are struggling in their education and whose parents are unable to pay free of charge. More Maori and Pasifika children are heavily subsidised by the Trust. s 9(2)(b)(ii) OIA</p> <p>s 9(2)(b)(ii) OIA In 2012 the Ministry of Education granted the Trust a further [REDACTED] to replicate the success of its preschools by building a state-of-the-art 80 children preschool in the heart of Clendon on Baptist Church land. This centre opened in December 2013, is filling fast, and is now bringing quality preschool education to many families in the Clendon area. While this was in process, the Trust was approached by the Dream Centre in New Lynn to open a preschool in that community in a building they had run a Play Group out of. The Dream Centre lacked the expertise and experience to complete the necessary processes to meet Ministry licencing requirements and run a successful preschool so they entered into an agreement with the MCCT to open and manage this centre. This preschool was completed and opened in May 2013.</p> <p>Also in 2013 we prepared a proposal to run a Partnership School, which although unsuccessful, did reach the final stage of interviews. We have sought to take on board the feedback we received and are now submitting a new proposal, as we still very much desire to help our local children achieve in their education.</p>

Summary of experience relevant to your application to operate a Partnership Kura:	<p>We have experience of the needs of our community through running 4 preschools and an OSCAR programme. We see first-hand the issues facing families. We notice that the children from more deprived families come to our preschools with a lot less knowledge and life experiences compared to many other children of the same age. Through our preschools we seek to provide fun and experiences that these children would otherwise not have, and seek to instill in them a love of learning, interest in a great variety of things and some basic literacy and numeracy to help them succeed at school. Likewise with OSCAR, where we run a homework programme, we see the struggle and failure of many children to succeed at school. Through helping kids in this small way we have seen a good measure of success. Our desire is to run a school so that we can help on a much larger scale, building on our present successes, to achieve a better education for a much larger group of children from our community.</p>
Total number of staff in NZ:	50
Number of locations in NZ:	4
Overseas locations:	none

iii. Current business commitments

Business activities:	<p>Sunshine Christian Preschool (Donegal Park, Flat Bush) St Andrews Christian Preschool (Manurewa) Clendon Christian Preschool (Clendon) Dream Centre Christian Preschool (New Lynn) Redeemer Kids OSCAR (Donegal Park, Flat Bush) Gospel Heights Social Housing Development (Donegal Park, Flat Bush)</p> <p>(No known limitations or constraints on the organisation being able to deliver against the application requirements)</p>
Other Contracts with government	<p>Past contracts: </p> <p>Current contracts: </p>

iv. Probity

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

v. Proposed Subcontractors


Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

n/a

vi. Financial Information

Current financial status:	
Gross revenue:	

s 9(2)(b)(ii) OIA

Net profit (surplus) and Net Assets: s 9(2)(b)(ii) OIA				
Last audited financial accounts:				
Copy of latest audited accounts attached?	Yes			
Copy of latest annual report attached?	Yes			
Is organisation in dispute with any trade union?			No	

3. School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.

i. School Location

Enter the address / location of your proposed Partnership Kura.	30 Hilltop Rd, Donegal Park, Flat Bush
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	no

ii. Year Groups

List the year groups that your school proposes to serve.

Year 1-6

iii. Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
20-35%	35-50%	70%	2%

We expect to have more Pasifika than Maori students as this is a reflection of the demographics of the area we are targeting around our site. We are definitely seeking at least 70% amongst the categories of Maori and Pasifika.

iv. School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Note

1. A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.
2. Delete the rows for the year levels that do not apply to the proposed school.

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	20	25	25%	25		25		25	
2	10	25	150%	25		25		25	
3	10	20	100%	25	25%	25		25	
4	10	15	50%	25	67%	25		25	
5		15		25	67%	25		25	
6				25		25		25	
Total	50	100		150		150		150	

4. Executive Summary

1. Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

Note

An initial evaluation of your application will be made on the basis of this summary. It is important that you be as specific as possible, and include the following;

- *A compelling 1-2 sentence mission statement that sets out the purpose of your school;*
- *A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;*
- *A coherent and concise summary of the school's performance goals and how they will be measured; and*
- *A clear description of the student population/priority goals the school will serve.*

Response

Mission Statement:

The Manukau Christian Charitable Trust (MCCT) has a philosophy of facilitating educational success, partnering with the community and underpinning our work with a Christian world view.

Our Mission Statement for a Partnership School is that

MCCT is passionate about helping children, particularly those with a disadvantage, to reach their full potential through the means of a sound education, a Christian world-view and the strengthening and involvement of the children's community.

What our school would look like in 5-10 years

- All students engaged in their education and developing a good work ethic to enable them to achieve their potential.
- Students receiving a good educational foundation to open to them many options for study and work in the future
- Students having aspirations for careers for the future which will motivate them to achieve well at primary school.
- Students developing a Christian world view which will encourage them to value God, each other, their wider community and God's world.
- Students developing as whole people: physically, mentally, socially and spiritually

Performance Goals

- 85% of children at or above the National Standard rate for Reading, Writing and Maths within two years
- By the end of year two 85% of children have a reading age of at least 6 years, no child will be unable to read to a basic level (except those with special needs)
- 85% of children will be able to add, subtract, multiply or divide any basic math problem in their head by the end of year 6.
- 25% of children will be above or well above the National Standard rate for Reading, Writing and Maths by the time they finish 6 years of education
- At least 50% fewer Maori and Pasifika failing to reach the National Standard than the average of the local decile 1-3 State schools
- Quarterly, 6 monthly and annual testing will tell us when these goals are accomplished and what goals we need to put greater resources into

As our performance goals are linked to National Standards results, putting in place strategies that will enable our students to perform well against these standards is of great importance. As a result we will be using many types of assessment in the classroom to enable us to track the progress of each child and understand which areas require the most input. We believe the following strategies will improve student learning and enable achievement of these standards:

Consistency: Reading, writing and numeracy standards will be integrated across all learning areas to promote the consistent use of these skills and expectations regardless of learning areas.

Timely feedback Teachers will be expected to collect and use formative assessment strategies that identify where students have and have not progressed, and use this information to improve student learning and engagement in areas of need.

Community learning: Coherent programs for community learning will support learning for students, and feedback from the community promotes modification to teaching and learning, providing additional coherence so learning experiences in the class are supported and relevant.

Relevancy in content by grounding the content of the curriculum in the context and culture the student lives in will heighten interest and application of learning for students leading to better engagement.

A clear description of the student population/priority goals the school will serve.

Our student population will be largely made up of Pasifika and Maori children and others from low income families from the local community. While many of these children come from families who are in some way disadvantaged, this need not be a barrier to high achievement, and indeed we will seek to teach and inspire these children to have a vision for what they can be, and instill the skills and character at ground level to help them to reach it.

5. PURPOSE AND GOALS

2. Provide a statement of purpose and goals that:

- a) sets out your distinctive mission and vision, including:
 - i) why you are proposing to open your school;
 - ii) what makes it unique and sets it apart from existing provision; and
 - iii) how it will enable improved student engagement and achievement;
- b) defines the schools performance objectives and how these will be achieved and measured;
- c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and
- d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

Response

a) Mission and Vision

Mission Statement

MCCT is passionate about helping children, particularly those with a disadvantage, to reach their full potential through the means of a sound education, a Christian world-view and the strengthening and involvement of the children's community.

i) Why we are proposing to open a school

The Manukau Christian Charitable Trust (MCCT) is passionate about helping children and their whanau and aiga across the Manukau region, regardless of their religion, cultural background, socioeconomic circumstances and home environment to reach their full potential. We aim to see every child, particularly those in need, equipped with the best education available to succeed in life.

Too many children from our local area have sadly disengaged from the state education system and are failing to reach the standard they are capable of. In particular, our community has a large number of Maori, Pasifika and low income children that have fallen or are falling behind the levels of literacy and numeracy their cohort is achieving. Many are retreating on a path out of education into a tragic cycle of unemployment, crime and gangs. Our goal is to prevent children from sliding down that slippery slope and rescue those who have in a non-judgemental way, and journey together with them back towards a positive future.

We see a Partnership school as an excellent way of investing in the education of the children of our community. It allows a significant input into the education of needy individuals and the model also allows flexibility to tailor the education provided to suit the needs of the community.

ii) Our distinctives and iii) how they will enable improved student engagement and achievement

The Distinctives the MCCT plans to provide in its application are

- **Link to ECE:** The MCCT already provides a quality Early Childhood centre- Sunshine Christian Preschool on the site so with a Partnership school we would be able to offer education from age 2 the end of school year 6. We make a lot of effort to find and enrol Maori, Pasifika and low income children in this Early Childhood centre, even providing a free pick up service and lunch where there is need. We believe providing quality early learning will help a child (particularly one from a disadvantaged background) to better reach their potential. (A noted goal in Ka Hikitia is to have more Maori children enrolled in quality ECE to promote their learning, and in particular to begin learning early so they do not fall behind their peers. This has also been noted in the Pacific Education Plan) Currently at this preschool we also provide a special programme for 5 year olds which includes more basic academic learning (literacy, numeracy and language skills) than in other parts of the preschool with the purpose of helping to transition children to succeed in a school environment. With a Partnership school we envisage having strong links between the preschool and school which would also include further strengthening the transition programme to include links between the preschool 5 year old class and Partnership school to enable a smooth transition from the preschool into the school. (Transitioning well is a noted matter of great importance in Ka Hikitia)
- **Focus on literacy and numeracy:** Through recent National Standards measurements, Maori and Pacific children as a group have been found to have lower literacy, numeracy and language skills than their peers. We think it is therefore important to focus on these to build a strong foundation. (Ka Hikitia notes this and the need to address this problem swiftly as when children fall behind it is very hard to ever reach the standard level). We are interested in Primary education for this reason as setting a good foundation is the best way to have a pathway to success- so much easier than to try to catch up a child already a long way behind. For this reason also we begin to focus on literacy and numeracy in an age-appropriate way even at preschool level, and would continue to do this in the school as we see that literacy, numeracy and language are the building blocks that must be in place to ensure educational success at high school and beyond.
- **Community involvement:** The MCCT already has many links into the community and we believe that strong community involvement is a key to educational success. (As is also noted by Ka Hikitia and the Pacific Education Plan.) Our strategies to achieve this are:
 - employing Maori and Pasifika staff where possible, including the employment of people from the local community as community mentors (trained as teacher aids) and in other non-teaching roles. We believe our staff, as well as being good teachers, should also act as an inspiration and mentors to our children.
 - We also want to bring in community leaders to share their expertise and others from the community who have something to offer where appropriate.

- We also want whanau and aiga to feel part of the school and their children's education. We plan to do this by building good relationships between staff and parents- staff being accessible and even at times visiting homes. We would seek to have a good parent voice to keep communication open between teachers and the families. Also we plan to have regular times of involving family in school activities, providing seminars to help them help their children, and having lots of opportunities to work together in the classroom and have fun together on the sports field and in cultural events.
- **Cultural integration:** It has been noted by Ka Hikitia that Maori do better educationally when they develop a strong identity as Maori.
 - Learning Maori language is central to this identity, so we plan on including Maori language as part of the curriculum we offer.
 - We also plan to include cultural art, music and other activities, which would include involving kaumatua, kuia and leaders from the Pasifika community to share their knowledge and skills.
 - Developing a strong sense of identity through culture promotes well-being, which is a foundation for educational engagement and success.
- **Christian philosophy:** South Auckland has the greatest percentage of Christians in the country, yet due to family incomes being the lowest in the country; most are unable to afford to give their children a Christian-philosophy based education. This is especially true for Pasifika peoples where the church functions as the cornerstone of their community. A MCCT sponsored partnership school will provide the opportunity for families to give their children a Christian-based education they are currently unable to afford.
- **Dedicated staff:** We aim to employ dedicated staff who share in our vision and will go the extra mile to help our children achieve well academically and make the children and their families feel a valuable part of the school community.

We believe the great Maori visionary Sir Apirana Ngata reflection to a young Maori child holds much truth for us today as we work with Maori and Pasifika children as well as children from low-socio economic backgrounds.

*E tipu, e rea mo nga ra o tou ao
Ko o ringa ki te rakau a te Pakeha
Hei ora mo to tinana
Ko to ngakau ki nga taonga a o tipuna
Hei tikitiki mo to mahunga
Ko to wairua ki Te Atua
Nana nei nga mea katoa.*

b) Performance Objectives

Our performance goals are as follows:

- 85% of children at or above the National Standard rate for Reading, Writing and Maths within two years
- By the end of year two 85% of children have a reading age of at least 6 years, no child will be unable to read to a basic level.
- 85% of children will be able to add, subtract, multiply or divide any basic math problem in their head by the end of year 6.
- 25% of children will be above or well above the National Standard rate for Reading, Writing and Maths by the time they finish 6 years of education
- At least 50% fewer Maori and Pasifika failing to reach the National Standard than the average of the local decile 1-3 State schools
- Quarterly, 6 monthly and annual testing will tell us when these goals are accomplished and what goals we need to put greater resources into

How these will be achieved and measured

We will be using many types of assessment to enable us to track the progress of each child and understand which areas require the most input. The most important assessments are assessing the

children according to the National Standards. We believe the following strategies will improve student learning and enable achievement of these standards:

Consistency: Reading, writing and numeracy standards will be integrated across all learning areas to promote the consistent use of these skills and expectations regardless of learning areas. Students will learn to transfer these skills from one subject to another seamlessly.

Timely feedback: Formative assessment will guide teaching and learning. Teachers will be expected to collect and use formative assessment strategies that identify where student has and has not progressed and use this information to improve student learning and engagement in areas of need.

Community learning: Coherent programs for community learning will support learning for students. Students and whanau will learn together through workshops and other means. Feedback from the community promotes modification to teaching and learning provide additional coherence so learning experiences in the class are supported and relevant.

Relevancy in content will heighten interest and application of learning for students. Engagement in the content of the curriculum will be grounded in the context and culture the student lives in.

c) Demographic Evidence

We believe there is a need for a Partnership School in the proposed location. Our location is in census catchment of Donegal Park and bordering the Redoubt North catchment. We also plan to include the neighbouring Clover Park and Flat Bush (Otara) in our targeted area as we already reach into these areas with our preschool and OSCAR programme

Reasons that show there is need:.

- There is a **high percentage of Maori and Pacific and low income earners** in these catchments (see census data below)

<u>Ethnic Groups in Donegal Park 2006 Census</u>	<u>%</u>	<u>Ethnic Groups in Flat Bush, 2006 Census</u>	<u>%</u>
European	28.0	European	9.5
Māori	14.4	Māori	20.2
Pacific peoples	23.5	Pacific peoples	73.6
Asian	39.6	Asian	8.9
Middle Eastern/Latin American/African	3.4	Middle Eastern/Latin American/African	0.4
Other ethnicity	3.7	Other ethnicity	0.6

<u>Ethnic Groups in Redoubt North, 2006 Census</u>	<u>%</u>	<u>Ethnic Groups in Clover Park, 2006 Census</u>	<u>%</u>
European	30.3	European	11.4
Māori	17.0	Māori	20.0
Pacific peoples	30.5	Pacific peoples	73.7
Asian	32.9	Asian	9.4
Middle Eastern/Latin American/African	1.4	Middle Eastern/Latin American/African	0.2
Other ethnicity	4.9	Other ethnicity	1.6

- **These are also areas of considerable need:** Donegal Park is a 7 on the socio economic deprivation scale; Redoubt North is an 8, while Clover Park and Flat Bush are both rank in the lowest socio economic category at 10.
- **Local schools show room for educational improvement:** There are 4 state primary schools in the area.
 - Chapel Downs (Donegal Park) – decile 2
 - Redoubt North (Redoubt North)- decile 2
 - Dawson Primary (Flat Bush) –decile 1
 - Rongomai (Flat Bush) – decile 1

The national standards data for these school show that there is room for educational improvement, particularly for Maori and Pasifika students. The MOE targets for 2017 onwards for Partnership Schools are for 85% of students to be at or above national standards in reading, writing and mathematics. Redoubt North was the only school that managed to reach this level but only at one point, and not for the Maori or Pasifika student groups. Many of the other reported results for these schools were well below 85% with some even below 50% (data sourced from <http://www.educationcounts.govt.nz/find-school/search-results>)

Reading -% students at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
After 1 year	25.4	70.1	33.3	11.1
After 2 years	59.6	79.8	38.5	24.3
After 3 years	50.6	84.5	60.0	50.2
End of year 4	73.6	74.7	45.8	62.5
End of year 5	72.2	77.9	60.6	70.0
End of year 6	72.4	85.3	69.5	69.6

Maori and Pasifika Students [over whole school i.e. not by year level]- % at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
Maori (#)	44.8 (58)	77.7 (148)	- (96)	48.6 (37)
Pasifika (#)	63.6 (272)	78.4 (292)	48.3 (269)	44.7 (152)
All students(#)	60.4 (456)	81.0 (646)	50.4 (367)	45.5 (189)

Writing -% students at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
After 1 year	38.0	68.4	54.3	27.8
After 2 years	94.1	71.5	52.1	21.6
After 3 years	81.3	75.0	43.4	43.9
End of year 4	75.8	78.4	45.9	70.9
End of year 5	63.9	78.0	36.0	28.5
End of year 6	46.1	78.7	35.6	39.1

Maori and Pasifika Students [over whole school i.e. not by year level]- % at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
Maori (#)	55.2 (58)	71.6 (148)	- (96)	40.5 (37)
Pasifika (#)	73.1 (272)	72.3 (292)	44.8 (269)	36.2 (152)
All students(#)	69.0 (456)	75.5 (646)	44.5 (367)	37.1 (189)

Maths -% students at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
After 1 year	83.6	82.4	74.1	30.6
After 2 years	80.9	76.2	60.0	37.8
After 3 years	63.7	78.5	36.7	22.0

End of year 4	72.4	72.3	33.8	45.8
End of year 5	68.1	73.3	43.4	25.0
End of year 6	61.9	73.4	53.3	47.8

Maori and Pasifika Students [over whole school i.e. not by year level]- % at or above national standard

	Chapel Downs	Redoubt North	Dawson	Rongomai
Maori (#)	63.8 (58)	73.0 (148)	- (96)	37.8 (37)
Pasifika (#)	71.7 (272)	72.3 (292)	46.7 (269)	32.2 (152)
All students(#)	71.2 (456)	74.9 (646)	50.7 (367)	33.3 (189)

- **Rapidly growing area:** Donegal Park is a rapidly urbanising area and there is a recognised need for more schools to be built as more houses are built. (see Auckland Council Flat Bush Initiative)

d) Advantages of Our Application – track record

- The MCCT already has the *experience* of running 4 preschools which receive ECE funding, and an afterschool homework programme through Redeemer Kids OSCAR.
- We have also received MOE funding through capital grants to build 2 of our preschools and a grant to reopen one (that had previously been run by others and then closed down). *We have responsibly used the money given us* and produced centres that are competently run and also that are reaching the needy in our communities.
- *We have worked extensively with Maori, Pasifika and low income children and their families* and have a grasp of their needs and also of strategies to help them in their journey of learning.
- *We already have many contacts in the local community.*

6. EDUCATIONAL PLAN

3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please

- a) explain and provide evidence to support why you have chosen an alternative curriculum; and**
- b) outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.**

Response

We plan to use the NZ curriculum

4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Response

SCHOOL AIMS

Mission Statement

MCCT is passionate about helping children, particularly those with a disadvantage, to reach their full potential through the means of a sound education, a Christian world-view and the strengthening and involvement of the children's community.

Core Values - What do I believe?

Excellence

Innovation, inquiry and curiosity
Diversity, Equity and Community participation
Ecological Sustainability
Integrity

Key Competencies - What can I do?

Managing Self
Relating to Others
Participating and contributing
Thinking
Using language symbols and text

CURRICULUM STATEMENT

The curriculum is underpinned by the following principles.

God is central to a Biblical Worldview

The Triune God has the pre-eminent place in the life of the Christian. The Bible, given by God, is divinely inspired and is trustworthy and authoritative for all of life. Christian education must ensure that students learn about the world from a Biblical worldview.

Wisdom, understanding and knowledge are paramount

Wisdom, understanding and knowledge provide practical guidance for everyday living. These components form the basis for effective action in all areas of life.

Teachers teach students to be responsible disciples

Teachers need to clearly understand, teach, and live lives based on the principles in Bible and hence teachers require on-going professional development in this regard. Christian education is not just an introspective activity. We seek to disciple and equip young people to share God's dynamic message of hope, peace and love, responding Biblically to the world they live in.

The individual child is taught in the context of community

God has given to parents the primary responsibility for the educational nurture of their children. The school partners with parents/family/whanau and involves the wider community in assisting them in carrying out this responsibility. The staff seek to encourage students to discover God's purpose for them personally, the world in which they live and their vocation. This learning is nurtured within the entity of the community.

The Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.

Education is a community rich activity

The curriculum has meaning for students, connects with their specific and wider lives and engages the support of their parents/family/whanau and communities.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. Particular focus is placed on the diversity of South Auckland.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Future Focus

The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.

CURRICULUM PRIORITIES

Rationale: The following priorities are identified as essential in creating a learning environment where students are engaged in learning and meet and or exceed National Standards.

1) Curriculum will be taught through the following Inquiry Based Themes.

- Who am I
- Who are we
- How we live
- How we share
- Our place and time
- Our world and the future

2) Curriculum will be specifically contextualised to the lives and community of students within South Auckland. Reflecting community needs and feedback.

3) Literacy and Numeracy will be integrated within all curriculum areas.

4) Curriculum will be delivered according to individual capabilities and age, with emphasis on priority learner groups.

CURRICULUM LEARNING AREAS

Rationale: the teaching of learning areas are to ensure students are well prepared to succeed with the wisdom, knowledge and understanding to competently meet National Standards and grow as learners in life.

ENGLISH

Speaking and Listening

Children learn to:

- Listen and respond courteously and sensitively to what others have to say.
- Think and listen attentively to obtain and assess information
- Express information, thoughts, feelings and ideas confidently and clearly
- Develop skills of preparing and giving oral presentations to audiences
- Ask and answer questions in ways that are clear and relevant to the topic
- Use acceptable conventions of spoken language (grammar, vocabulary, etc .)
- Explore and use some everyday Maori and Pasifika language and protocol
- Exploring and perform some Maori and Pasifika songs, dances and games.
- Explore everyday greetings for NESB students

Reading

Children learn to:

- Read books as sources of personal and shared experiences
- Obtain meaning and understanding from reading
- Experience and know about a wide range of styles and forms of reading material
- Develop skills of locating, selecting and using books, reference and other print materials for a range of purposes.

Writing

Children learn to:

- Communicate thoughts, ideas and information clearly in written form
- Choose and use formats and styles of appropriate writing
- Share, discuss and publish some written work to an acceptable standard of presentation
- Use a variety of technologies to communicate in written form

- Use conventions of writing
- Self-check and self-correct draft writing
- List, learn and practise the spellings of words frequently used.

Viewing and Presenting

Children learn to:

- Explore, talk about, interpret and evaluate a range of different styles and forms of visual information seen in the media and environment
- Develop critical thinking about the meaning, messages and impact of visual information.
- Develop skills needed for effective personal handwriting.
- Develop viewing and presenting skills.
- Use a variety of technologies to communicate

MATHEMATICS

Children learn to:

- Develop and enhance skills, strategies, knowledge and understanding in the area of number.
- Develop knowledge and understandings in the areas of , measurement, geometry, algebra and statistics
- Develop strategies for varied approaches to problem solving
- Develop confidence in using problem solving processes in real life situations
- Communicate mathematical understandings and ideas through questioning, demonstrating, explaining and recording
- Know, recall and use basic mathematical concepts, language, facts and tables with skill
- Use materials, apparatus and calculators to explore, find and check solutions.

SCIENCE

Children learn to:

- Develop scientific knowledge, skills and understandings in the areas of living world, physical world, material world, planet Earth and beyond.
- Understand and use scientific ideas in everyday situations
- Develop and practise skills of doing scientific investigations
- Communicate scientific ideas and procedures with growing knowledge and understanding
- Know and use safe practices for handling science tools and materials
- Develop attitudes of interest and enquiry about science in the world around them.

TECHNOLOGY

Children learn to:

- Explore technological processes and understandings in a range of areas, including foods, materials, information and communication
- Find, design, explore and evaluate practical solutions to everyday needs and problems
- Know about the impact and likely effects of technology on the lives of people - in the past, present and future.
- Develop confidence and a willingness to try new ideas.

THE ARTS

Children learn to:

- Enjoy practical experiences and discoveries when making and displaying art.
- Practise skills for making art, using a range of techniques, tools, processes, media and themes
- Express their own ideas and experiences
- Explore, think about and discuss a variety of works made by artists

- Appreciate and value the art works displayed in the school and community
- Enjoy actively participating in musical activities and experiences
- Develop the skills of listening and responding to a range of musical works
- Move to music
- Read and write basic musical signs and notation
- Play music on a tuned and untuned instrument
- Explore through movement, the dance elements of body awareness, space, time, energy and relationships
- Express ideas through dance movements
- Explore elements and techniques of drama using personal experiences and imagination
- Share and respond to drama presentations

HEALTH AND PHYSICAL EDUCATION

Children learn to

- Know about and take increasing responsibility for their own health and safety needs.
- Know about community health services and helping agencies
- Know about and follow rules for safe living and keeping safe in the home, school and community
- Build feelings of self-worth and qualities needed for sustaining good relationships with others
- Experience and value the benefits of personal fitness and regular exercise
- Participate in and enjoy a wide range of physical activities
- Develop a range of skills for personal and team activities
- Develop and show attitudes of co-operation, fair play and sportsmanship.

SOCIAL STUDIES

Children learn to

- Participate responsibly in society
- Participate in groups.
- Appreciate the contribution of their own culture and heritage.
- Understand why particular places and environments are important to people.
- Investigate how the ideas and actions of people in the past changed the lives of others.
- Examine how and why people manage resources.
- Collect and analyse information; make generalisations and draw conclusions.
- Identify and explain a range of values; and or positions.
- Identify and clarify a social issue and suggest a range of strategies to address the issue.

TAHA MAORI

Children learn to

- understand and acknowledge tikanga Maori (Maori values, attitudes and behaviour)
- grow in their ability to understand and speak Maori
- read and write in Maori where appropriate

SAMOAN

Children learn to

- understand and acknowledge fa'a Samoa (Samoan values, attitudes and behaviour)
- grow in their ability to understand and speak Samoan
- read and write in Samoan where appropriate

BIBLE

Children learn to

- understand the story of the Bible
- understand how the Bible applies to daily living and life
- transfer their understanding to different learning situations

DELIVERY OF THE CURRICULUM

Rationale: To deliver the curriculum in line with the National Curriculum and to meet school's vision in the following areas:

- Curriculum Principles
- Core Values - What do I believe?
- Key Competencies - What can I do?
- Learning Areas - What subjects help me learn?
- Achievement Areas - How do I know I am learning?

Supporting Delivery Policies

Rationale: to provide quality teaching and learning programmes to improve student achievement and meet school and community goals. This will be supported by the following policies:

- 1) Specific schools policies will clarify for the Board of Trustees the specific management role the principal has in delivering the curriculum.
- 2) Specific schools policies will clarify for the Board of Trustees the specific responsibilities the teaching staff will have in delivering the curriculum.

Policy will seek to support the following broad guidelines in curriculum delivery.

- 1) School policies will reflect the school mission, curriculum principles and core values. These will be revisited and remain updated as they are crucial in planning and delivering the curriculum
- 2) The school mission, curriculum principles and core values will be regularly referred to in the formation of the teacher's long term and short term planning.
- 3) School policies, guidelines and procedures will be written to detail the multiple and complex tasks associated with delivering the curriculum. The following specify tasks and responsibilities of teaching staff:

- Staff Individual Job Descriptions and Performance Agreements Appraisal Policy and guidelines & Codes of Conduct
- Planning and Preparation policy
- Resources Resource Management, Delegation.
- Evaluation Assessment and Evaluation, Reporting to Parents

PLANNING AND PREPARATION

Rationale: Successful student learning is underpinned by teacher activities that reflect conscientious lesson planning, preparation and evaluation of the learning goals. The goal is to set and document learning goals and objectives that are achievable, and that enhance the children's learning.

- Will be based upon the NZ Curriculum Framework.
- Will make effective use of class time and learning opportunities.
- Will complete the cycle of plan -prepare - teach - evaluate - new objectives - plan.
- Will ensure appropriate resources, materials, equipment are organised prior to being needed.
- Will aid in the meaningful assessment of student's learning.
- Will reflect community and school goals, by giving emphasis to Literacy and Numeracy

GUIDELINES

Planning and Preparation should:

- Be sufficiently flexible to respond to each student's learning needs and ensure that the needs of all children are catered for.
- Be ongoing
- Have a common format across the school and be unit based where practical
- Cross-curricular linking will be developed where appropriate.
- Detail specific learning outcomes and contain a minimum of one key learning objective.
- Contain a current, balanced organisational timetable
- Have both short and long term components - daily and weekly - term by term - and an annual overview where appropriate
- Develop positive attitudes and values of the community and society through the school curriculum
- Be sufficiently detailed to provide evidence that the planning is curriculum balanced; within policy guidelines; and across all curriculum areas.
- Contain evidence of the evaluation of the previously set objectives as well as showing planned learning opportunities to meet these objectives where this is relevant.
- Linked to assessment and evaluation to:
 - check effectiveness of programmes delivered
 - set new objectives
 - organise future activities and programmes
- Subject to review under the staff appraisal and professional development cycle.

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

Response

Better Achievement through the curriculum.

1) Inquiry Based Themes

The themes provide the areas of inquiry for students. Themes are contextualized to enable students to begin inquiry from a known context, providing a scaffold for learning. The themes continue to be used in each school year to provide a progressive and consistent platform of inquiry and learning. Providing this platform brings a cohesive and tangible framework for learning that enables students to see the relevancy of their schooling experience. Students who realize the relevancy in learning produce better achievement outcomes.

2) Contextualised Learning

This is an intentional focus on the lives of students within a South Auckland context. Learning starts with the student and moves in an expanding knowledge-ripple through the societal fabric of South Auckland, Aotearoa and the Pacific. They learn about who they are first and foremost and how their interactions create the world they live in. This will achieve engagement and interest for students as they work from the basis of knowing to inquiry and subsequent new learning. Student engagement promotes better achievement outcomes.

3) Mother Tongue Use

The use of mother tongue within the curriculum. The provision of mother tongue use in educational experiences support better achievement outcomes for students with English as a second language.

4) Community Support

The establishment of community involvement and participation in the school environment. Cultural environments where leadership, teachers, staff and parents/families/whanau provide care, safety, acceptance, encouragement and support for students lead to better achievement outcomes.

5) Assessment for Learning

The use of assessment data and teacher observations to guide lesson planning and teaching on a daily basis. Learning environments where teachers are engaged in using formative assessment on a day to

day basis, that is reflected in modified lesson planning and teaching lead to better student achievement outcomes.

6) Goal Focussed

Using data to identify goals and developing strategies to meet these goals for each year group and priority learner groups. Leadership, faculty and communities who identify gaps in learning and create learning goals for priority learner groups, evaluating, modifying and measuring them, lead to better achievement outcomes.

7) Growing in Understanding

School leadership and faculty continue to grow in their understanding of their priority learner group. Educators who are learners of their priority learner groups become skilled in meeting and addressing their learning needs. This leads to better achievement outcomes.

6. Provide a full list of the qualifications that your school will offer (if applicable).

n/a

7. Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible..**Response**

Reading and writing standards will be integrated across all learning areas to promote the consistent use of literacy skills and expectations regardless of learning areas. Students will learn to transfer literacy skills from one subject to another seamlessly. This consistent approach to literacy skill development and transfer of skills will lead to students achieving National Standards.

Numeracy standards will be integrated across all learning areas where meaningful learning can take place. This increases the number of contexts where numeracy skills can be used and shown to be relevant in learning outside the math curriculum. Frequent use of numeracy skills that allow for the transfer of learning cements learning for students and lead to students achieving National Standards.

Formative assessment will guide teaching and learning. Teachers will be expected to collect and use formative assessment strategies that identify where student has and has not progressed. This will be require a 'just in time' approach where changes to learning and teaching will be made to capitalise on student learning and engagement. Timely feedback is known to improve student learning and will lead to achieving the National Standards.

Coherent programs for community learning will support learning for students. Student learning will be supported by a community that is also growing together with the student. Parent/family/whanau learning workshops that support classroom learning will enable students to learn in and out of the class. Feedback from the community that promotes modification to teaching and learning provide additional coherence so learning experiences in the class are supported and relevant. This will lead to students achieving the National Standards.

Relevancy in content will heighten interest and application of learning for students. Engagement in the content of the curriculum will be grounded in the context and culture the student lives in. Learning topics will be relevant allowing students to go deep into inquiry areas that will assist them and their family and community. This engagement in the curriculum will lead to students achieving the National Standards.

8. If you plan on targeting Māori students, outline your plans for:

- a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori
www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and
- b) supporting Māori language in education: delivering strong, co-ordinated effort and investment
www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx

Response**a) achieving success as Maori***Ka Hikitia critical factors for success:*

- 1) *quality provision, leadership, teaching and learning supported by effective governance*

We are committed to having quality teachers and governance

- 2) *Strong engagement and contribution from students and those who are best placed to support them*

We are committed to seeking the contribution of whanau and other Maori leaders from our local community to strengthen the engagement of our students by encouraging them in their identity as Maori, and providing support and inspiration for them to achieve highly.

- 3) *other essential elements for success: a. smooth transitions*

Because we run a preschool on site we can enable a smooth transition into schooling by having strong links between school and preschool. We can also use our current preschool 5 year old school readiness programme (which has a balance of literacy, numeracy and preschool style learning through experience) to give children grounding in numeracy and literacy before they move over to the school site and have regular interaction between the Partnership school and preschool.

- b. creating strong educational pathways*

We can provide a pathway from early childhood through to primary school and would undertake to see our students enrolled in a suitable intermediate or middle school on their completion of year 6.

Ka Hikitia Focus Areas

- 1) *Maori language in education*

We are committed to teaching *te reo* as it is the foundation of Maori culture and identity and it is an important way for Maori students to participate in *te ao Maori*.

- 2) *Early learning*

We totally agree with Ka Hikitia that "Maori children who enjoy and achieve educational success at this level have a greater likelihood of achieving better educational outcomes throughout their education". That is why we are committed to increasing the number of Maori children in our preschools and seek to build on this foundation through a partnership school.

- 3) *Primary and secondary education- the outcomes being students with strong literacy and numeracy who can achieve at least NCEA level 2*

We are committed to a focus on literacy and numeracy as they are the critical building blocks needed to enable a child to succeed at high school and beyond.

The areas noted by Ka Hikitia for improvements in achievement are

- a) Integrate element of students' identity, language and culture*

We have explained above that we are committed to doing this

- b) Use student achievement data to target resources for optimal effect*

We are committed to this and the flexibility of a partnership school lends itself to doing this.

- c) Provide early intensive support to those at risk of falling behind*

We are committed to doing this

- d) Create productive partnerships with parents, whanau, iwi, communities... that are focused on success*

We are committed to doing this- good mentors and role models are so critical to students' aspirations, and children will do much better with their parents' support

- e) Retain high expectations of students to succeed in education as Maori*

We are committed to doing this- to help our students reach their true potential.

- 4) *Tertiary education* - We seek to build the foundation to enable students to reach this level

b) Supporting Maori language in Education

We are committed to teaching Maori language as a subject. Maori culture will also be taught as part of other parts of the curriculum.

As mentioned above we are committed to developing links with whanau other Maori language speakers who can act as mentors and encourage and help in language learning.

9. If you plan on targeting Pasifika students, outline your:

- a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon**
www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.asp
x ;

The above document highlights two important pathways to success that we are seeking to provide: engaging Pasifika children in education through engaging and empowering the children's families and community in the education of their children (see more details below under c), and increasing Pasifika participation in Early Childhood Education. We already have an operating preschool with a significant number of Pasifika preschool children, and we also actively seek out Pasifika children for our preschool as we believe starting early gives the best chance at succeeding in education

Areas where student identity and culture will be supported by:

- 1) Employment of bi-teachers
- 2) Exposure of the curriculum to a bi-lingual context
- 3) Provision for multicultural platform for learning that is underpinned by parental and community involvement.
- 4) Professional development that focusses on what raises achievement for Pasifika people.
- 5) Board, administrators, teachers and staff grow in understanding Pasifika culture and people.

b) how the school will build its own Pasifika capability; and

The school will build it's own Pasifika capability in the following ways:

- 1) Supporting goals for Pasifika success by intentional focus on improving teaching methods and school practices to meet goals. This is underpinned by on-going development of the school leadership's awareness of Pasifika peoples and culture.
- 2) Ensuring that the contextualisation of the curriculum to be specific to the needs and aspirations of the learners and their parents.
 - Develop sustainable relationships with Pacific families and communities to ensure continuity in achieving learning success.
- 5) Using data to identify needs and addressing them with appropriate goals for learning.
 - Providing timely and regular reports on student achievement against learning goals.

c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

Response

Connectedness: Pasifika learning has traditionally been a passing on of knowledge within a family and community setting so we believe it is very important both to

- **involve the community** in learning and get those who are older to pass on their knowledge and skills to the next generation- This can be achieved by having regular times where we invite family and Pacifica community leaders into the school to share their knowledge and skills
- **empower the community** – Pasifika parents have often felt unable to positively contribute in their children's education as they may have lacked the language, academic background or felt culturally estranged from the school and what went on there. We plan to address that by having regular times of inviting the family into the classroom to help them understand what and how the children are learning and to help equip and empower them to help and encourage their children with their homework and with their learning in general.

Spirituality: spirituality has also been recognised as of importance for the Pasifika community and we seek to address this from holding to a Christian Philosophy and world view.

10. Outline how you will ensure an inclusive environment for students with special education needs, including:

- a) how the school will demonstrate inclusive practices;**
- b) how the school will build its capability to address the needs of students with special education needs; and**
- c) how partnerships with parents with students with special education needs are used to achieve education success.**

We do not intend to specialise in being a school for special needs children and we would only be able to cater for a small number however we would cater for those who come by

- Our buildings to meet requirements for disabilities
- We would seek to mainstream special needs students as much as possible with their peers and use mentors and parent helpers to give them extra one on one or small group help.
- We would seek to work with the children's families to help them learn how to best support and encourage their children in their learning.
- We believe every child deserves to belong to a loving and caring environment and to be empowered to reach their potential so we would seek to do this for special needs children as well as for those who do not have these extra challenges.

11. If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

Response

n/a

12. If you are proposing to provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

Response

We are already running a preschool on the same site which complies with ECE regulations

13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:

- a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**
- b) how assessment and/or aromatawai will be used to tailor instruction.**

Response

PURPOSE OF ASSESSMENT

A school-based assessment approach will be used to improve student learning and the quality of learning and teaching programmes within the school.

HOW ASSESSMENT WILL BE USED

Assessment is used to:

- Improve learning for all students
- Report learning improvement and progress
- Provide summative information on student learning
- Improve the teaching and learning programmes in the school

GUIDELINES FOR ASSESSMENT

The school board, principal and faculty will be responsible for:

- 1) ensuring the written and taught curriculum meet the needs of all students in years 0-6 so they are able to be successful in all the learning areas and key competencies;
- 2) consulting with the school's Maori and Pasifika community, develop and communicate to the school's community; policies, plans and targets for improving the achievement of Maori and Pasifika students;
- 3) gathering information, from an appropriate range of assessment practices, that collectively is comprehensive so student achievement can be evaluated; two areas will be prioritised:
 - student achievement in literacy and numeracy;
 - student learning is contextualised, promoting engagement and the development of community learning;
- 4) based on the information gathered identify individual and groups of students who are:
 - not achieving at the appropriate level;
 - who are at risk of not achieving;
 - who have special needs;
 - where the curriculum requires modifying to meet student needs;
- 5) based on identified areas in student needs and curriculum modification, strategically devise and implement teaching and learning strategies to improve student achievement and the curriculum;
- 6) report student and school progress: individual student achievement will be reported to students and their parents, achievement of specific students groups will reported to the community.

ASSESSMENT IN THE CLASS

Assessment in the class is to be built on the following assessment principles:

The best interest and progress of the student should be paramount.

Effective assessment takes into account varied learning styles and cultural expectations especially for those students whose first language is not English.

Where possible, assessment should be an integral part of the learning process.

Assessment should take many forms, gathering information from several contexts, and using a variety of methods according to the needs of the student and the nature of what is being assessed.

The forms of assessment should be appropriate for the knowledge, skills, or attitudes being assessed.

The assessment activity should be appropriate to the age and developmental level of the student.

Assessment information should be shared with the student at the time of the event or as soon as possible afterwards.

Assessment should be ongoing, accurate, and as objective as possible.

The assessment activity should have credibility with all those involved in it, and the results should be capable of being communicated clearly.

The school will use selected assessment data (particularly in literacy and numeracy; to gather comprehensive information about student achievement to:

- identify specific areas for improvement
- implement programmes to lift performance and
- report on progress each year
- report on progress of priority learner groups

REPORTING ASSESSMENT

All reporting will be based on recorded data.

Regular two way communication between students and teachers, and parents and teachers is an essential component of the learning process.

Parent-Teacher meetings will be held through out the year in a culturally appropriate context to provide the opportunity for parents to meet with their child's teacher and be part of the learning process.

All parents of New Entrant pupils will receive a written record of their child's progress after one month at school.

A full written report will be sent out at the end of the year for Year 1-6 pupils. Y0 pupils who have been at school for less than half a year may have a written report or an interview as a follow up to the one month report as appropriate.

Should the Principal/Teacher have concerns about aspects of a child's progress or behaviour they will arrange a conference at school with the parents, to discuss possible courses of action to solve the problem.

The Principal/Teacher will be available, usually by prior arrangement, to discuss students' social and academic progress on an informal basis. Formal discussions will be by appointment.

The school will communicate through the school newsletter, Board reports, regular notices and classroom memoranda.

ASSESSMENT TOOLS AND STRATEGIES

A range of assessment tools and strategies will be used:

Assessment Tools: ARB- Assessment Resource Banks, National Standards, PAT's (Listening), STAR- Supplementary Test of Achievement in Reading, school entry assessment, Running Records.

Assessment Strategies: Pupil Goal Setting, Anecdotal Notes, Self Assessment, Exemplars, Conferencing, Pre/Post Test, Student Reflection, Observation, Interviews, Surveys and Analysis of Data.

14. Explain how your school will:

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

Response

At or before enrolment

Parents/families/whanau are made aware of the expectations for attendance at enrolment and on a regular basis through out the year.

As disengagement is one of the major factors for truancy, monitoring student engagement, motivation and interest in learning will be

- Provide an preventive health care program from enrolment onwards to ensure children
- Prepare students coming through the ECE with quality care and educational experiences in preparation for school.

Throughout the year

- Incentives will be given for attendance to all children
- Community and parent/family/whanau groups will be encouraged to help each other attend school.
- Community and parent/family/whanau groups will be educated and reminded on a regular basis about the importance of attendance.
- Identify and remove practical barriers to absenteeism such as lack of food or no transport.

Dealing with identified concerns

Early detection and outreach will be give to families with poor attendance. Social worker will recommend whether it is appropriate for case management to address social, medical, economic and academic needs. The Principal will determine whether the recommendation is valid. Social worker will work with relevant parties to remedy the situation.

Specific cases that are unresolved

Where it is evident that absenteeism is not resolved the principal will coordinate with community agencies (Truancy Agency, CYPS, Rock On, Chaplin or local churches) to gain support for the family before moving towards a legal response.

School Wide Approaches

- A school wide approach will be used to promote good attendance.
- There will be clear procedures for staff, parents/whanau and pupils for accurate recording and reporting.
- Appropriate training and support for staff using the system will be given.
- A daily system for checking the attendance of pupils will be implemented.
- Procedures to resolve unexplained absences will be carried out by office staff.
- Leadership will collect and analyze attendance data to identify causes and patterns of absence.
- Parents/family/whanau and faculty will create and implement a range of reward systems for pupils with high levels of attendance and those who are improving.

Absence from School

(a) Parents are asked to report an absence in the following ways:

- send an email message to the school
- phone the school office and press 1 for the absence line.

If you choose not to do any of the above then it is necessary to provide a note from a parent explaining the absence which should include the date/s and reason for the absence and it must be brought to the class teacher on the first day of a student's return to school.

(b) Extra Family Holidays. Parents are asked to try to plan their family holidays during the set school holidays.

Requests for special leave for family holidays should be directed to the Principal in writing

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

Response

Families wishing to enroll in the school must understand that they enrolling in a school that is based on a community model. This is not to be confused with the professional learning development or professional learning community that promotes improved teaching but a reflection of the African proverb that it takes a village to raise a child. On this level the school endeavors to:

Provide culturally appropriate methods to help families support their children.

- use of cultural mentors to assist parents/family/whanau.
- translated learning materials where appropriate.
- provide informal occasions to support parent awareness.

Employ methods of communication that are accessible for all community members.

- Newsletters and class memorandums are translated or communicated through a translator.
- Provide information in electronic and hard copy formats.
- Provide opportunities for parents/family/whanau to understand how a school operates.

Provide pathways for involvement in school operations that lead to meaningful contributions to the school.

- Use a transparent process to communicate the school operation.
- provide timely and consistent information on the school operations.
- Provide processes that allow for parent/family/whanau and community members to know how to engage in supporting school operations.
- use parent/family/whanau leadership to support operations, such as a parent led working bee.

c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process

Response

To support the mission of school the following will be used.

Parent/family/whanau involvement in the school day will be available in the following ways:

- Parents/family/whanau are invited to attend the introduction of each unit of inquiry. The principal will follow up with morning tea where further support and resources will be provided.
- The principal will facilitate weekly numeracy and literacy workshops for parents/family/whanau in alignment with the current scope of learning. This will also include other areas of learning that the community and school identify as necessary to support parents/family/whanau.
- Reciprocal reading program allows parents/family/whanau to attend and participate.
- Each brief Community Gathering in the timetable will be open to parents/family/whanau.
- An after school homework program will be available for students to receive assistance. Parents will be encouraged to attend to help support students and gain knowledge on how to support their child.
- Where specific areas for training and support are identified by the school and community, the school will commit to evening or weekend contact times to support parents/family/whanau.

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

Response

Information for parents for learning will be obtained from:

- School website with class specific pages.
- Class memorandums created by the teacher.
- Monthly newsletters created by the principal.
- Email communication.

15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

Response

The school intends to build relationships with community agencies and organisations that serve students who attend the school:

Sports and recreational groups to enhance and encourage participation in sporting activities outside the school. e.g. Cracker Jack: enables students to learn life skills within a sporting context that can be applied to other aspects of the school. An emphasis on life skills will help students gain greater self-development.

Local Churches: promoting a interconnectedness between church and school values where appropriate. Encouraging churches to continue pastoral care services within the school where appropriate.

Local health and medical practitioners: integrating medical care for students within the school for early identification and prevention. (Identifying skin, eyesight, hearing and dental care requirements).

Housing New Zealand and utility providers: encourage an understanding of what utility management and maintaining a home.

Department of Health Board: educating students on lifestyle choices that lead to better living for them and their family and the services that are available.

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

Response

Partnership with Iwi – Ngaitai ki Tamaki

s 9(2)(a) OIA

Partnership with Waiomanu Outdoor Education Centre (see attached reference in Appendix 4)

- this centre is still in the development phase but one of its objectives is to provide outdoor education opportunities for lightly resourced schools and low socioeconomic community groups in the South Auckland area

s 9(2)(a) OIA

17. Detail any plans to use external providers to deliver parts of the educational programme (if applicable). Provide a full explanation of how this will work in practice.

Response

n/a

18. Explain and provide evidence to support your proposed school calendar setting out:

- a) the daily hours of operation;
- b) indicative student timetables; and
- c) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

Response

Term Dates	2015	Holiday dates
Term 1	Tuesday 2 February Thursday 2 April (84 half days)	3 April- 19 April
Term 2	Monday 20 April Friday 3 July (108 half days)	4 July- 19 July
Term 3	Monday 20 July Friday 25 September (100 half days)	26 September- 11 October

Term Dates	2015	Holiday dates
Term 4	Monday 12 October Thursday 17 December (98 half days)	December 18
	390 half days	

Parent teacher conferences will be held once a term as a family meal time.

See professional development program for times.

Extra Co-curricular activities will be finalised with community consultation.

Every Day		Subject Areas
8:55 am	Community Time	
9:05 – 9:55	Period 1	Literacy
9:55 – 10:45	Period 2	Math
10:45 – 11:05	Interval	
11:05 – 11:55	Period 3	Science/ Social Studies
11:55 – 12:45	Period 4	Bible/ Language
12:45 – 1:35	Lunch	
1:35 – 2:25	Period 5	Arts/ Science/Language
2:25 – 3:05	Period 6	PE/ Social Studies/Language

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

Response

DISCIPLINE

The school seeks to instill self-discipline, self-motivation and respect for others (and their property) at all times. Positive reinforcement through praise, certificates and other methods are used. Inappropriate behaviour is dealt with immediately and with sensitivity. Serious breaches of the behaviour code are referred to the principal

The following principles are inherent in the discipline policy:

1. Students need to know boundaries and be able to exercise self-control.
2. There is a need for high moral standards, including dress codes and rules of conduct.

Teachers are in a position of authority and students must accept their direction and guidance as they would an elder in the community.

The school code of behaviour is based on common sense, concern for others and acceptable standards of behaviour.

We believe that young people must learn to accept full responsibility for their actions and realise that what they do often affects other people.

Code of Conduct

The school provides an environment conducive to the spiritual growth and development of young people. A standard of conduct based on Biblical imperatives is necessary to provide such an environment. A sense of the need for spiritual growth in the light of these principles has led School to adopt the following standards which we believe are conducive to the environment that will best promote the spiritual welfare of the student. The school, therefore, requests that each student:

1. Treats staff and students and school property with respect at all times.
2. Refrains from swearing, using indecent language, smoking, drinking alcoholic beverages, drug taking, gambling.
3. Students are expected to abide by these standards throughout their time at school.

20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

Response

Restorative Practice

Our intention at School is to use restorative practice principles when dealing with student behaviour and relationship conflict. Restorative Practice focuses less on punishment and more on accountability and repairing the harm that has been caused. Restorative Practice is widely used in both NZ schools and overseas as a more effective way to transform hearts and attitudes rather than just focusing on behaviour. "The fundamental hypothesis of Restorative Practices is disarmingly simple: that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them." (Wachtel 2004).

Restorative Practice is not a 'soft option' that involves 'just talking'! Rather, it invites students to own the consequences of their actions and be able to participate in the process of 'putting it right'. This in no way eliminates the rules and guidelines as mentioned previously, nor set consequences for misdemeanours. Rather it is the WAY we engage with students within the classroom. It invites students to respond to the following questions:

- What happened?
- Who do you think has been affected?
- What do you need to do to put things right?
- How can we make sure this doesn't happen again?

We see Restorative Practices fitting well with our Christian ethos, inspiring students towards Christlikeness, personal responsibility, reconciling relationships and building community. Our desire is that the way we 'do discipline' reflects Christ's example to us – that it supports relationships between students, and between students and teachers and transforms hearts and minds.

Daily Report:

Students whose work, attitude or behaviour is cause for concern will be placed on daily report following discussion with the parents of the student.

A condition of entry to School is that students abide by the school rules. In the event that a student's behaviour consistently breaches the rules or creates a serious offence, the privilege of attending School may be withdrawn.

All school staff have responsibility for the well-being and safety of students and at all times when they fall within the school's jurisdiction. Students must follow instructions given by staff.

Where established procedures exist for smooth and orderly running, they must be followed without question.

- Valuable items must not be seen or used at school. The school will not be responsible for any lost or stolen property.
- Knives or any other weapon, dangerous or offensive items, fireworks, cigarettes, matches, cigarette lighters, alcohol, illegal drugs, or pornographic material are prohibited and consequences of disregarding this rule are extremely serious.
- Disrespectful behaviour to staff or other students is unacceptable harassment, physical or verbal assault, abuse or bullying is prohibited. The consequences of any behaviour of this type are serious. Rudeness, insolence, bad language and unacceptable behaviour will not be tolerated.
- Chewing gum and bubble gum are prohibited.
- Graffiti, vandalism or abuse of the school property or property belonging to any student is prohibited.
- Dishonest behaviour such as theft or cheating is unacceptable.
- Students are encouraged to socialise in groups. Exclusive emotional relationships are forbidden while the students are within the jurisdiction of the school.
- All students cycling to and from school must wear safety helmets.
- Viewing or downloading of offensive material on any school hardware is a very serious offence and will result in all access rights to computer hardware at School being withdrawn and disciplinary action taken.

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

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

Response

Rationale: Successful education is not a static activity, it requires constant refining, relearning and commitment to growing in understanding the learner, pedagogy and best practice. Methodical, measured and relevant professional development supports the learning of students.

Professional development for administration, teachers and school staff will be focussed on the following areas:

A) The Curriculum Priorities

- 1) Improving Literacy and Numeracy for priority learners
- 2) Inquiry Based workshops

B) Meeting Vision

- 1) Understanding how to meet Maori and Pasifika needs
- 2) Developing communities for learning in and out of school

Professional development design and identification will be determined by the following.

WHY?

Why an area of professional development will be focussed on is based on the following:

- 1) Data will guide why professional development is needed and the pertinent areas to be covered. Data can come from but is not limited to: Pre entry testing, known test results from transferring student records, valid anecdotal evidence, professional learning dialogues from teachers, summative and formative assessment tasks, feedback and survey results from students, parents/families/whanau and

community groups.

- 2) Government initiatives and priorities.
- 3) Board of Trustee initiatives that support the school vision.

WHAT?

What will be the focus of Professional development will be based on:

- 1) Achieving the vision of the school
- 2) Curriculum Priorities
- 3) Analysed results from the assessment data
- 4) Feedback from parents/families/whanau

WHEN?

When professional development will take place will be accommodated in the following ways:

- 1) Once a week 1 hour professional development meeting addressing known areas of need and newly identified areas of need.
- 2) Pre school opening: 3 days will be allocated for professional development.
- 3) A teacher only day will be allocated once a term.
- 4) Post school closing: 2 days will be allocated for professional development to review and prepare for the new school year.
- 5) For opportunities during the school day where appropriate teacher coverage can be found.

HOW?

How professional development will be actualised is based on the following:

- 1) Professional development requests will be brought to the School Board for discussion and approval of What? and When?
- 2) Funding will be approved by the School Board and managed by the principal.
- 3) Principal will manage professional development coverage and design within the school.
- 4) Timing and scope will be managed by the principal.
- 5) A report on how successful the professional development was will be created by the participant evaluated by the principal and reported to the School Board.
- 6) All professional development will follow the process cycle:
 - What is the goal - how will it lead to student success ?
 - What resources are required?
 - When will it take place?
 - What was learned?
 - How will success be measured?
 - Have we reported results of student achievement?
 - What is the next step?

b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

Response

Cultural Mentors will be mentored and supported by the principal and teachers.

c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

Response

Professional development will focus on Numeracy and literacy and developing understanding of Maori and Pasifika learners and their community.

22. If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

Response

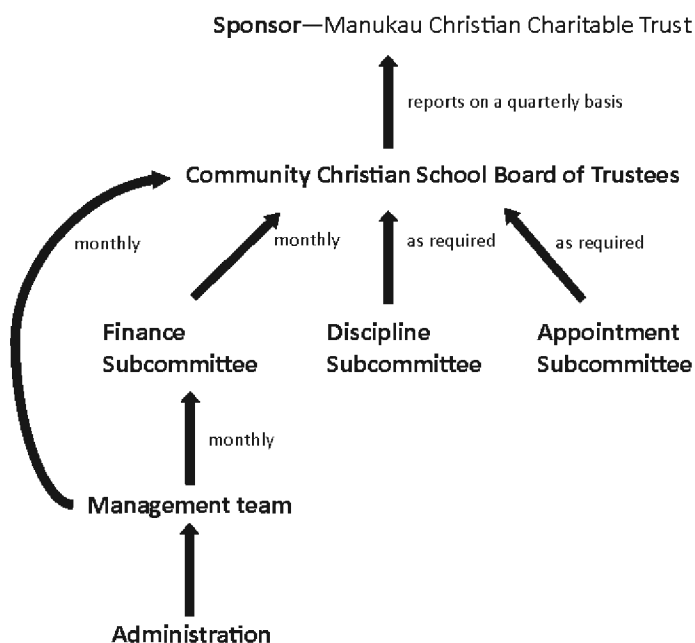
We plan to use registered teachers. In-school training and professional development for cultural mentors.

7. BUSINESS PLAN

23. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

- a) Governance;
- b) Management;
- c) Administration; and
- d) Subcontract arrangements (if applicable).

Response



The governance of the partnership school (as shown in the diagram) is as follows:

The Sponsor – the Manukau Christian Charitable Trust Board will receive quarterly reports from the Community Christian School Board of Trustees.

The Community Christian School Board of Trustees will meet on a monthly basis. The Board's role is one of governance which is defined as policy establishment, review and monitoring within legislative responsibilities and community expectations. The Board will not be involved in daily hands-on administration. The Board will consist of :

- 1 parent representative (to be increased to 2 when the school reaches 150)
- 1 Staff representative
- 1 Principal
- 1 Trustee from the Sponsor
- 2 members appointed by the Sponsor who will have community representation

The Community Christian School Board of Trustees will have three sub committees which are:

Finance committee – meets on a monthly basis

Discipline committee – meets on an as required basis

Principal appointments committee – meets on an as required basis

Management Team

The management team will consist of the principal and general manager of the Sponsor.

The principal will have overall responsibility for the effective daily management of the school within the policies and practices approved by the Board of Trustees.

The principal will report all expenditure to the general manager on a weekly basis.

The management team will establish the operating budgets for the school and present these to the finance committee of the Board and be responsible for all staff appointments.

Administration

The school administrator will report to both the principal and accounts manager of the Sponsor. The school administrator will be responsible for enrolments and daily administrative tasks.

24. Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

Response

The Community Christian School Board of Trustees will have a teacher representative, a parent representative and two representatives from the community which will enable all the above groups to input into decisions affecting the school. The student input would come via the parent representative.

The teacher representative will be voted on by the teachers and the parent representative will be voted on by the school parents. The two representatives from the community will be selected by the sponsor.

For curriculum concerns the parents need to approach the teacher representative or principal, and other for concerns parents are able to approach the parent representative or one of the community representatives.

In regards to decision making, consultation with the school families will be sought on a number of matters and we are committed to having good relationships that enable feedback and approachability between parents and the staff. We will also seek student feedback through perception surveys throughout the year.

Once the school reaches year 6, student representatives and a second parent representative will also be selected.

25. Provide two detailed implementation plans covering:

- a) the period from gaining approval to the opening of the school.**
- b) the period from the opening of the school to the end of the first year.**

Response

Detailed implementation plan for the period from gaining approval to the opening of the school.

June 2014

- notification of preferred application

July 2014

- lodgement of resource consent to amend our present consent of a 35 pupil school to 150 pupil school.

August 2014

- contract signed for partnership school

- Advertising for principal of the school
- Additional administration hours allocated from the Trust to support the new administration requirements of the school in this set up phase.
- Establishment of an implementation Community Christian School Board of Trustees – this Board to operate until May 2015 when a permanent board will be appointed.
- Enrolment advertising to commence and continue through to opening
- Research the best student enrolment and maintenance computer programme
- Pre fabrication construction agreement and design of classrooms commenced with Portacom

September to October 2014

- Advertising of the 2 teacher positions, 3 cultural mentor positions – principal to be involved in these appointments.
- Principal to align the NZ curriculum to the vision and mission of the school
- Pre fabrication construction agreement and design of classrooms finalised with Portacom
- Implement the new computerised student enrolment and maintenance programme

October 2014

- Site preparations for the playing field complete

November 2014

- Site preparations completed for pre-fabricated buildings
- Ordering of classroom furniture and materials
- Establish framework for reporting to Ministry of Education on agreed performance criteria.

December 2014

- Installation of pre-fabricated buildings

January 2015

- Set up of the two classrooms ready for children.

February 2015

- Opening of Community Christian School

Detailed implementation plan from the opening of the school to the end of the first year.

March 2015

- Enrolment advertising to commence and continue through to second year

May 2015

- Advertising for parent representation on the school Board and subsequent school vote

September to October 2015

- Advertising of the 2 teacher positions, 2 cultural mentor positions

November 2015

- Ordering of classroom furniture and materials for the next two classrooms

December 2015

- Installation of two new pre-fabricated buildings

January 2016

- Set up of the two classrooms ready for children.

February 2016

- Opening of 2nd year for Community Christian School

26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

- a) Financial forecast (budget)**
- b) Balance sheet**
- c) Student Roll**
- d) Staffing levels**

Response

[Applicant to confirm completion of the workbook titled "RFA PSKH Budget template.xlsx"]

Completed and attached after appendixes to this document

27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:

- a) what you propose this funding will be used to provide; and**
- b) the relationship between the school and the funder.**

Response

No additional funding is expected to be provided outside of the sponsor and crown funding. However for the assurance of the partnership school working group we have obtained a letter of support from our major financial supporter – s 9(2)(b)(ii) OIA see Appendix 5

28. Outline your proposed:

- a) financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;**
- b) provisions for conducting annual audits of the financial operations of the school; and**
- c) types and levels of insurance that you propose to operate the school.**

Response

- a) The Board will establish an annual budget and this will be reported against on a monthly basis to the Principal and General Manager and then bi monthly to the Board meetings.

The internal accounting procedures will involve the accounts manager ensuring all payments are appropriately supported by purchase orders or the equivalent. All payments will then be approved by the Principal and General Manager.

- b) The annual audit will be completed within 4 months of the end of the financial year by a qualified Institute of Chartered Accountants of New Zealand member.

s 9(2)(b)(ii) OIA

29. Outline your proposed facilities, including:

- a) the type of property arrangement and the terms of the tenancy (if applicable);
- b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or
- c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;
- d) your financing plans for acquisition and renovation of a facility; and
- e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

Response

Our proposed facilities will consist of prefabricated buildings that will be sited on our existing land. Appendix 6 has a proposed building layout that includes a staff room, administration area, library and toilet block together with 6 teaching rooms and this allows for the full size of our proposed school of 150 students.

Our school growth over the next three years is very manageable so we will only be looking to attract 2 teachers and 3 cultural mentors a year which can all be located via our proposed employment policy.

The additional resources are all allocated in our detailed budget supplied in the financial spreadsheets attached and again the growth of 50 children a year is very manageable.

The Trust already has a 150 student recreational hall available inside the Hilltop Community Centre.

The Trust also has administration facilities available at its 30 Hilltop road site to manage the construction of the new school and enrolment processes.

The land required for the school and playground has been acquired already as part of the subdivision project carried out by the trust in 2013.

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

Our proposed strategy is to maintain all non building assets at an appropriate functional level and where the asset is no longer functional or performing the task it was purchased for it will be replaced. The board will establish an annual budget to meet the projected replacement of assets.

The school administrator will be informed in an asset log book of any asset that is malfunctioning and the repair or replacement of these assets will be actioned by the appropriate authorised person or board.

In relation to our building facilities all buildings will be maintained at the appropriate building warrant of fitness level. An approved building warrant of fitness provider will be appointed to monitor the council requirements on a regular basis. The school administrator will also record building maintenance in a maintenance log and this will be regularly actioned by the trust caretaker and where required an authorised contractor will be employed to make the repair.

8. OPERATIONS PLAN

31. Explain how the school will:

a) achieve the enrolment target you have projected in Q2.(v);

Response

We don't believe there will be a problem filling the number of spaces.

b) be publicised throughout the community, including any specific outreach activities or similar;

Response

We plan to advertise in the following places:

- former and current Maori and Pacific attendees of our preschool
- contacts through Redeemer Church
- Pacific Islands churches in Clover Park and Flat Bush
- Local iwi
- Te Iwi o Ngati Kahu Trust
- ATWC Anglican Trust for Women and Children

If necessary we will advertise in local papers and hold public meetings.

c) target parents/family/whānau who may not be engaged in their child's learning;

Response

The groups mentioned above are our links into needy families

d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

Response

Redeemer Church – has significant links into the community in Donegal Park (particularly Chapel Park), Clover Park and Flat Bush (Otago)

Pacific Islands Churches – there are many Pacific Island churches and churches with a large Pasifika attendance in Flat Bush (Otago). Some we already have some contacts in, and we are committed to widening our contacts through these churches.

Local Iwi Ngaitai ki Tamaki –

s 9(2)(a) OIA

Te Iwi o Ngati Kahu Trust –

s 9(2)(a) OIA

ATWC Anglican Trust for Women and Children – this Trust works with needy families and has provided us with contacts for a large number of particularly Maori students for our preschools in Hilltop Rd, Clendon and Manurewa. –

s 9(2)(a) OIA

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

Response

n/a

32. Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.**Response**

Enrolment will begin within one week of the proposal being given full approval and the contract being signed with the Minister of Education.

All enrolments will be handled by a specially appointed registrar, who will be appointed following the approval of Community Christian School. If the school is oversubscribed then a ballot will be held on the 1st of December 2014. A further ballot will be held on the 21st of January 2015 if there are any more spaces available.

33. Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.**Response****BEHAVIOR MANAGEMENT POLICY****RATIONALE**

At Community Christian School we place an importance on showing respect for others their property, the school's facilities and reputation. We want students to be sensitive to the needs of others, treat others as they expect to be treated themselves, be polite and well mannered, accept rules and follow them and value the past – our traditions and reputations.

PURPOSE

This policy aims to ensure that the school is compliant with all relevant legislation that relates to behaviour management (eg. Human Rights Act, Education Act (sec 13-18), etc). In addition we aim to provide a framework upon which staff and systems can effectively promote good behaviour and respect, prevent bullying and attempt to ensure that students have a safe and secure learning environment and where all students are provided with opportunities to grow in personal and social development.

GUIDELINES

1. The ultimate school authority on discipline rests by law with the Board of Trustees.
2. The Board will establish a disciplinary committee to deal with any matter or suspension referred to the Board.
3. In practice the daily authority will rest with the principal and the teachers.
4. The principal has the authority to suspend or stand down students should it be required. Should the principal for any reason not be at school, the schedule of delegations will be followed.
5. The penalty of suspension or stand-down will be used
 - a. When it is believed that a student has not responded to previous efforts or has exhibited continual disobedience.
 - b. As an immediate penalty in cases the principal deems to be gross misconduct.
6. The principal and teachers will constantly reinforce to students and their parents the standards expected of the school's pupils.
7. Students, parents (*parent in the context of this policy means legal parent, guardian, primary caregiver*) and staff will adhere to the procedural aspects around behaviour management as detailed in the student handbook and prospectus.
8. Teaching Staff will be informed of a range of suitable strategies to deal with student discipline problems. Staff will be supported in their efforts to maintain a positive, well discipline school tone.

9. The school's pastoral care network will be used to assist with any ongoing unsatisfactory student behaviour and to work towards improvement.
10. In minor disciplinary situations it may be feasible or deemed necessary to advise parents, however, the school will make every attempt to contact a parent if any pattern of unacceptable behaviour develops.

Chairperson: _____ Date Approved: 31st March 2013

34. List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Response

Name	Qualifications	Leadership Role
Tony Bracefield	s 9(2)(a) OIA	Board Chairman
School Principal	See below	School Principal
		Education Leader
		Accounts Manager
Sue Bracefield	s 9(2)(a) OIA	Trustee
		School Board representative
		School Board representative
Other parent representatives from the school community will be added to the School Board		

See Appendix 1 for

1) CVs

Tony Bracefield - Board Chairman,
Education Adviser
Accounts Manager

2) POSITION DESCRIPTION FOR SCHOOL PRINCIPAL

35. Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

Response

APPOINTMENT OF STAFF

RATIONALE

The Board is committed to maintaining a full complement of competent, qualified, registered teachers supported by an effective non-teaching staff. At all times the Board will act as a good employer in accordance with any legislation current at the time of appointment.

PURPOSE

- (i) To ensure that staff appointment procedures comply with relevant legislation, are fair and respectful to all applicants.
- (ii) To ensure the school is fully staffed with competent teachers and an equally competent non-teaching staff.
- (iii) To ensure that new appointees are well informed of their conditions of service.

GUIDELINES

1. Authority to appoint.

- Whereas all appointments must be ultimately approved by the Board, many of the actual appointments will in fact be made by the principal acting under delegation
- The principal is responsible for the appointment of all assistant teachers and non-teaching staff with the exception of the administrators.
- The full Board will take full responsibility for the appointment of the senior leadership team and principal.

2. Responsibilities of the principal in appointing teaching staff

- To ensure that the numbers of teachers in the school is according to the Ministry of Education staffing formula or as otherwise approved by the Board.
- Advertise all new positions in the Education Gazette and any other publication that may be to the school's advantage
- To comply with employment law in the advertising and appointment process
- To liaise with Senior Managers in the appointment process of assistant teachers.
- To inform unsuccessful candidates in writing as soon as is practical
- To ensure the successful candidate is adequately qualified, trained and has a current teacher registration
- To confirm appointments in writing - including information of their tenure and conditions of employment
- To comply with other relevant Board policies
- To report to the board on all new appointments and on the total staffing profile of the school

3. Responsibilities of the principal in appointing non-teaching staff

- To ensure that the total salary payments for non-teaching staff fall within budget limits
- To report to the Board on the profile of the non-teaching staff of the school
- To advertise new positions in the relevant media and comply with relevant employment law
- To liaise with Senior Management in the appointment process
- To inform unsuccessful candidates in writing as soon as is practical
- To confirm appointment in writing – including job description and job agreement that details the relevant award and conditions of employment
- To inform applicants offered a position of the requirement to have a police vet, organise the police vet and then confirm the appointment if satisfied with results.

Chairperson: _____ Date Approved: 31st March 2013

36. Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Response

- All teaching staff to be B Ed degree or higher.
- The principal to have significant education experience, ideally including experience with Maori, Pasifika and low income students
- If possible the principal and teaching staff to be Maori or Pasifika
- Cultural Mentors if possible to be Maori or Pasifika from the local community.

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

Response

Desired quality of staff includes professional qualifications, demonstrated competence and personal character that reflects the Christian character of the school.

These characteristics would be expressed in the employment contract (see Appendix 2 below for sample from the contract of our 5 Year Old programme Teacher for Sunshine Preschool)

POLICE VETTING OF STAFF

RATIONALE

The Education Standards Act (2001) requires the school to police vet all non-teaching staff and contractors with unsupervised access to students who work at the school on a regular basis during school hours. Privacy issues are a key component of this policy

PURPOSE

- (i) To comply with all relevant legislation.
- (ii) To ensure strict confidentiality is observed with all police-vetting information.
- (iii) To assist the principal to appoint high quality, responsible staff.
- (iv) To reduce the chance of students and staff being exposed to unacceptable risk by employees or volunteers at the school.

GUIDELINES

1. Non-teaching staff/contractors/volunteers

- Non-teaching staff will be appointed subject to a "satisfactory police vet".
- Information on the vetting process and a police vet application form will be provided at the time of their "temporary" appointment.
- On receipt of a satisfactory police vet, those who have been employed on a temporary basis will be confirmed as a permanent employee.
- Contractors who regularly work at the school during school hours with unsupervised access to students will be required to undergo a police vet.
- The applications for police vets for non-teaching staff, contractors and volunteers will be submitted via the NZ Police electronic vetting services.
- All existing non-teaching staff and eligible contractors will undergo the police vetting process as directed by the Ministry of Education.

2. Privacy and Procedural Issues (applies for all police vets carried out for the school)

- The principal, as the school's privacy officer, will receive all completed police vets
- The principal will ensure accurate records are maintained on police vets carried out -including results, dates and any actions taken.
- Negative police vets – those that indicate criminal offending by the applicant – will be considered by the principal and the Board of Trustees chairperson who will decide whether to offer a job permanent or not. The decision will be based on factors such as the nature of the offending, when the offending took place and the likelihood of further offending.
- Once a decision has been made, the police vet report will be securely destroyed. Care will be taken to ensure the correct identification of applicants of the police vet process. If the applicant is not known personally by the principal, they will need to provide two formal documents bearing a photograph (eg, passport and driver's licence) to prove their identity.

Chairperson: _____ Date Approved: 31st March 2013

38. Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.**Response**

All staff will be hired in a thorough, transparent and professional way. The principal is responsible for employing school staff and is focussed on attracting staff passionate about the vision and goals of Community Christian School.

Salaries will be set by individual negotiation between the school manager, trust sponsor and employee. All staff are free to unionise and bargain collectively, however at present all 50 of the staff of Manukau Christian Charitable Trust have chosen to individually negotiate their salary with their managers. See policy for Appointment of Staff (above).

The Manukau Christian Charitable Trust will follow best practice if disciplinary action against staff is needed. Dismissal is the last resort only to be used in circumstances described in the staff contract. (See Appendix 3 for a sample staff contract).

39. Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.**Response**

We are passionate about the highest quality of teaching and have a rigorous policy of staff appraisal, which put together with professional development will ensure a culture of continuous development within the school

PERFORMANCE APPRAISAL POLICY – TEACHING STAFF**RATIONALE**

Ministry of Education regulations make some form of staff appraisal mandatory in schools (ref National Guidelines for Performance Management in Schools). In addition, schools wishing to comply with New Zealand Qualifications Authority requirements for accreditation must operate a system of staff appraisal. This policy describes how the school meets the requirements of the Ministry's guidelines for teacher appraisal as well as describing wider aspects of managing staff performance.

PURPOSE

- (i) To clarify job related expectations and provide staff with feedback about their performance as measured against the performance standards.
- (ii) To provide professional advice and guidance for all staff.
- (iii) To identify professional development needs with regard to team and school goals.

GUIDELINES

- The principal is appraised by the Board (refer to attached appendix for details of this process).
- The principal is accountable for the implementation of a staff appraisal scheme.
- All staff are appraised annually by their direct manager.
- Appraisal of teaching staff is linked to our school goals.
- Performance is evaluated against the expected results for key performance areas relative to this position (ie the professional standards for Primary and Intermediate teachers)
- Management responsibilities, that some staff have as part of their job description, will be appraised.
- The appraisal process comprises an annual cycle that includes an initial meeting to confirm goals for the year, an agreed monitoring process that involves classroom visits, self-evaluation and student evaluation, and then an end of cycle formal meeting to review performance.
- All professional interactions, formal and informal may contribute to the appraisal process
- Agreed appraisal reports will be filed with the principal and will be confidential to the principal, the reviewer and the staff member.

- The process may identify areas of professional development for an individual teacher.
- Concerns about appraisal practice may be referred to an agreed arbitrator who may be another staff member, the principal or an 'outside' consultant.
- If serious concerns are raised about the competency of the teacher then the matter is referred immediately to the principal. If the principal invokes the competency provisions of the collective agreement, that process will replace the appraisal system.

Chairperson: _____ Date Approved: 31st March 2013

40. If you propose to use volunteers and/or contractors, outline:

- a) the roles (where not disclosed in section 10(v) of this form);**
- b) how they will be identified, vetted and trained.**

Response

- a) The MCCT desires to make volunteers a vital part of our school. It takes a full community approach to educate our children and engage them in positive learning. We are excited by the possibilities to use cultural and spiritual experts, retired people with a passion to help others and members of our community out of work, sports players and of course parents. They will work in conjunction with our teaching staff to make school alive to our children and assist with their education.

Type of volunteers:

- Parents- helping with activities such as reading in the classroom, cultural and sports activities
 - Cultural experts –share knowledge of their history and culture and helping with cultural activities and language
 - Spiritual leaders- to teach our Christian distinctives and share the significance of culturally important events like White Sunday, Easter and Christmas.
 - Sports helpers – to help with outdoor learning and sports events
 - Members of the community – helping in areas of identified need
- b) See policy on police vetting of staff above

41. Outline how the school proposes to meet and maintain the required health and safety standards.

Response

Community Christian School is committed to ensuring that all students and staff enjoy a safe environment that allows them to fully focus on education.

STAFF HEALTH AND SAFETY POLICY

PURPOSE

This health and safety policy seeks to ensure that all Manukau Christian Charitable Trust operations are committed to ensuring the health and safety of all children, staff, and visitors within its scope. This policy focuses on staff health and safety. Separate health and safety policies exist incorporating service consumers (i.e. children, parents, and other visitors).

1. Definitions

- 1.1. The School administrator is the person or persons responsible for day to day management of Trust operations.
- 1.2. Staff refers to any employee and includes teaching and administrative staff.
- 1.3. The Principal refers to the staff person responsible for the school.

2. Policy

2.1. Injury prevention strategy

- 2.1.1. Staff will be conscious of the potential danger of things such as water spills, toys in traffic ways, etc.
- 2.1.2. Hazards will be noted in the Hazard Register.
- 2.1.3. Hot drinks will be consumed in staff only areas and use a covered cup while outside these areas.
- 2.1.4. All chemicals will be stored in marked containers and be kept out of the reach of children at all times. This will include cleaning agents.
- 2.1.5. Staff will wear gloves at all times when blood or bodily fluids is present, where practical, and will wash their hands thoroughly.

2.2. Staff Injury and Accident

- 2.2.1. Staff will attend training online or face-to-face, to avoid back and hearing loss.
- 2.2.2. First Aid is to be administered immediately.
- 2.2.3. Emergency Service numbers will be clearly displayed throughout the centres.
- 2.2.4. Emergency Contacts will be kept up to date and accessible.
- 2.2.5. If deemed necessary, an ambulance will be called.
- 2.2.6. If deemed necessary, the emergency contact for that staff member will be notified.
- 2.2.7. Staff member will be able to get home safely and offered support if necessary.
- 2.2.8. Other staff will supervise and reassure children.
- 2.2.9. All injuries, incidences, and accidents will be appropriately recorded.

2.3. Illness and serious disease

- 2.3.1. It is policy that all staff do their best to protect all persons from contracting infectious diseases:
 - 2.3.1.1. By using standard precautions.
 - 2.3.1.2. By employing thorough hand washing procedures.
 - 2.3.1.3. By coughing into the elbow.
 - 2.3.1.4. By disposing of tissues etc, immediately.
- 2.3.2. Staff who are sick are not to be present at the centre(s). This includes, but is not limited to:
 - 2.3.2.1. Vomiting
 - 2.3.2.2. Diarrhoea
 - 2.3.2.3. High temperature
 - 2.3.2.4. Conjunctivitis
 - 2.3.2.5. Impetigo
 - 2.3.2.6. Any other contagious illness, as per Ministry of Health Communicable Disease Manual.3
- 2.3.3. Staff who become ill while at the centre(s) will be allowed to leave immediately, will be assisted to do so, or, if necessary, will stay in isolation until emergency contact (or other appropriate person) arrives to collect them.

2.4. First Aid

- 2.4.1. The School administrator will take responsibility to ensure that all teachers hold current first aid certificates.
- 2.4.2. The School administrator will take responsibility to ensure first aid cabinets are refurbished on a regular basis.

2.5. Supervision of Children

- 2.5.1. Staff or adults visiting a centre are to be well supervised and visible in the activities they perform with children.
- 2.5.2. Breaks will be scheduled to enable adequate supervision of children.
- 2.5.3. Staff involved in the supervision of children must not leave children unsupervised under any circumstance unless relieved by another staff member.

2.6. Personal Hygiene

- 2.6.1. Educational information will be given to all staff regarding washing of hands and catching colds. Liquid soap, paper towels and tissues, and liquid hand sanitiser will be available to all staff.
- 2.6.2. Staff will use gloves and wash their hands immediately after any interaction with children that involves contact with bodily fluid.
- 2.6.3. Staff will wash their hands before they handle food or drink, or after visiting the toilet.
- 2.6.4. All hand washing will take place in the bathroom area(s).

2.7. Cleaning

- 2.7.1. A detailed cleaning schedule will be kept for staff to follow.
- 2.7.2. All cleaning fluids will be kept out of the reach of children at all times, choosing low toxicity products where possible.
- 2.7.3. Staff will keep the centre(s) as is practical during the day, with particular attention to kitchen and bathroom areas.
- 2.7.4. Cleaners are employed to ensure that the centre(s) is clean and tidy for the beginning of each school day.

2.8. Smoke Free Policy

- 2.8.1. All Manukau Christian Charitable Trust sites, centres, and vehicles are designated smoke free.
- 2.8.2. Smoking is not permitted in or outside the entrance to any building, playground area(s), or any grounds.
- 2.8.3. If people come into any centre smoking, they will be asked to extinguish their cigarette immediately.
- 2.8.4. No Smoking signs are displayed to remind people entering the centre.

2.9. Emergency Procedures Policy

- 2.9.1. All teachers and auxiliary staff are aware of the emergency procedures.
- 2.9.2. Quarterly fire, earthquake, and evacuation drills are undertaken and documented.
- 2.9.3. A full portable/transportable civil defence kit will be stored on all premises. This will include food and water supply for everyone at the centre for at least one day preferably three, a current phone list of staff and families, and supplies in accordance with civil defence guidelines.
- 2.9.4. If it is safe to remain at the centre(s) and there is no immediate danger, staff will remain on site. The Civil Defence Centre will be supplied with a complete Emergency Information Response Form which will include the following information:
 - 2.9.4.1. Usual location
 - 2.9.4.2. Current location
 - 2.9.4.3. Total number of adults at current location
 - 2.9.4.4. Total number of children at current location
 - 2.9.4.5. Number of people trapped
 - 2.9.4.6. Number of people injured
- 2.9.5. In case of evacuation, staff will be relocated to the nearest Civil Defence Post, or practical shelter on the way. If possible, any change of location will be communicated via changing the phone message at the centre and a written message at the centre.
- 2.9.6. Fire protection procedures and equipment will be reviewed annually.
- 2.9.7. A plan for the safe evacuation of the centre will be displayed in prominent places.
- 2.9.8. Manukau Christian Charitable Trust reserves the right to close the centre in the event of a flu pandemic or other public health emergency.

2.10. Earthquake procedure

- 2.10.1. Staff will call earthquake to signal the beginning of an earthquake.
- 2.10.2. Staff (and children) move inside quickly then get under a table (if the table moves, move with it), or in a doorway.
- 2.10.3. Adopt turtle position:
 - 2.10.3.1. Knees together
 - 2.10.3.2. Hands clasped firmly behind head
 - 2.10.3.3. Bury face in arms
 - 2.10.3.4. Protect head
 - 2.10.3.5. Close eyes tightly.
- 2.10.4. Remain in building until all clear is given by Principal or a building warden.
- 2.10.5. Check for hazards and decide whether it is safer in the building or to evacuate, remembering that in a civil emergency it is likely unknown hazards can be more numerous outside the centre than inside.

2.11. Occupational Safety and Hazard Management

- 2.11.1. A maintenance book is kept, recording every repair and maintenance job done on any land, buildings, and equipment.
- 2.11.2. Maintenance will be taken out when required.
- 2.11.3. Painting of buildings will be undertaken when required.

9. Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you consider are required to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
n/a		

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, **only those provisions identified** as requiring amendment in the Application and any entirely new provisions that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

10. Assumptions, Risks and Caveats

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1 n/a			
2			

11. Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>	agree
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	agree
Contract terms and conditions:	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant	agree

	agrees to sign a contract based on these terms and conditions.	
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 Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>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).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	The Applicant declares that in preparing this	agree

	<p>Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	
<p>DECLARATION</p> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:	Anthony Robert Bracefield	
Title / position:	MCCT Chairman and General Manager	
Date:	10.3.2014	

12. Applicant Check List

The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014		yes
2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014		n/a
3. Complete all required sections of the application.		yes
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014		yes
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	yes
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	yes
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	yes

REDACTED

POSITION DESCRIPTION FOR PRINCIPALCommunity Christian School
JOB DESCRIPTION FOR THE PRINCIPAL

Mission Statement

MCCT is passionate about helping children, particularly those with a disadvantage, to reach their full potential through the means of a sound education, a Christian world-view and the strengthening and involvement of the children's community.

Job Description	Principal
Responsible to	The chairperson of the board of trustees
Responsible for	<p>The overall management and professional leadership of the school, for the implementation of policies and programmes, direction and supervision of all staff including administrative and all other non-teaching personnel.</p> <p>The principal directs the day to day operations of the school, taking direction from the school's charter, its policies, and the board of trustees. The principal is a board member in his/her own right and at the same time in the role of the school manager, fulfils a position as a consultant to the board and its committees.</p>

The principal is a full member of the board of trustees, sharing with other trustees collective responsibility for the governance of the school, including the preparation of the annual budget and the development of school policy.

The principal is, as well, employed by and responsible to the board of trustees for the effective operation of the school. The principal's management role involves five main areas of responsibility:

- the preservation of the special character of the school
- the educational success of the school
- the professional performance and development of its staff
- the day to day administration of school life
- effective communication between all members of the school's community.

In each of these areas, the principal will implement approved school policies and procedures.

The principal's management responsibilities will be negotiated each year with the board of trustees and will be expressed in a performance agreement describing specific goals for the year ahead. These responsibilities may, however, be stated generally as follows:

- To preserve the special Character of the School
- The Principal has a leadership role in the school and because of this, undertakes important religious, pastoral and professional responsibilities in the community of Community Christian School.
- The Principal must therefore be a fully committed Bible believing Christian.
- The Principal must have a willingness and ability to support Christian World view and spiritual development.

The Principal shall:

- Abide by all relevant requirements of the School's Partnership Agreement and Policies.
 - Accept and recognise the primary day to day responsibility of fostering and preserving the special character of the School.
 - Be responsible to the Board of Trustees for developing in the school a community of faith through spiritual exercises.
-
- In the role of the educational leader,
 - The principal will lead teaching staff in the planning, implementation, and evaluation of educational programmes designed to deliver national and local curriculum goals.
 - The principal will ensure that these programmes contribute to a coherent, balanced, equitable programme that reflects established school priorities, promote and support co- and extra curricular school activities.
 - The principal will also ensure that programmes are adapted to the specific learning needs of individual children and will enlist the assistance of specialist agencies if necessary. Student progress in all programmes will be monitored and recorded.
-
- As a professional leader,
 - The principal will assist in the employment of competent staff in all areas of the school, through the implementation of the school's personnel policies.
 - The principal has responsibility for ongoing staff appraisal, for the professional development of staff through an approved training programme, and for staff discipline as specified in the appropriate contracts and the School policies.
-
- In the role of administrator,
 - The principal will oversee all aspects of school organisation, will undertake day to day financial management, will supply such information as may be required by the Ministry of Education and other educational agencies
 - The Principal will give personnel, salary and leave information to the contracted Payroll Service
 - The principal will ensure that all school rules and regulations are adhered to, and will undertake the routine supervision of cleaning and grounds staff to ensure that the school environment is clean and safe.
-
- 3) As a communicator,
- The principal will report regularly to the board of trustees on management issues and on the attainment of charter goals.
 - The principal will liaise with the chairperson and other board members at all times over matters of mutual interest or concern.
 - The principal will provide professional advice to the board, and will endeavour to facilitate a harmonious working relationship between the board and school staff.
 - It is the principal's role to brief staff on all aspects of School governance and management, to ensure that effective communication networks operate within the School, to foster positive staff relationships, and to provide staff with the opportunity to participate in decision-making within the School.
 - The principal will endeavour to develop a climate of trust and co-operation between the School and the community it serves.
 - The principal will encourage and facilitate parental involvement in the School. It is the principal's responsibility to report regularly to parents on their children's progress at school, and to the community at large on the school's progress towards the achievement of charter goals.

Community Christian School

Preamble to the Principal's Performance Agreement

School Vision

Community Christian School will provide quality education of a Christian character which encourages its community to know and live the values of Jesus Christ.

Purpose of Position

The principal is the professional and administrative head of the school. His/her role is to lead and manage the school in the achievement of its vision and mission in a manner consistent with the school charter, strategic plan, board policies, and statutory and regulatory requirements.

Delegation of Authority

The board delegates to the principal all of the day to day responsibilities for the management of the school. He/she has the full authority of the board, and in law, to manage the day to day administration of the school as he/she thinks fit, consistent with the board's general policy directions.

The principal is also a member of the board by virtue of the position and is generally responsible for advising the board with respect to the development of policies and implementing approved board policies.

He/she is appointed by the board on an agreed employment contract and is directly responsible to the board for the overall performance of his/her responsibilities.

The board uses policies and the job description to indicate how it wishes the principal to meet board obligations. The principal provides evidence to the board, on a planned basis, about the extent to which policy and performance objectives have been met and guidelines followed. The performance agreement provides a mechanism for independent assessment of this information and an opportunity to recognise performance in terms of the board's obligation as an employer.

The performance agreement is negotiated annually.

Purpose of Performance Agreement

The purpose of this document is to assist in determining whether the objectives of the principal's position, as agreed between the principal and the board of trustees (BOT), have been achieved. These objectives are to be consistent with the school's mission statement.

School Mission Statement

MCCT is passionate about helping children, particularly those with a disadvantage, to reach their full potential through the means of a sound education, a Christian world-view and the strengthening and involvement of the children's community.

Expansion

As well as the responsibilities detailed in the principal's job description, annual goals and objectives will be agreed upon, taking into account the school's strategic plan and current needs.

Reporting

The principal and the board chairperson or the appraiser(s) for this period will meet regularly to discuss progress made in meeting the objectives in this performance agreement.

At the end of the period for which the performance agreement applies, a report on achievements will be written and presented to the principal. A copy will be presented by the Chairperson to the board of trustees.

Term of Agreement

The term of the agreement shall be for one year, after which time the agreement will be reviewed to take account of new objectives as agreed between the BOT and the principal.

Principal's Performance Agreement for the year:

This performance agreement was made between:

Chairperson _____

Principal _____

Appendix 2 Sample Job Description

SAMPLE JOB DESCRIPTION:

POSITION: 5yr Programme Coordinator and Teacher

RESPONSIBLE TO: Principal and Trust General Manager

WORKING RELATIONSHIPS: Teaching Colleagues, Office Staff, Children, families/Whanau, Centre Manager/Head Teacher

PRIMARY OBJECTIVE: Provision of quality early childhood education and care.

- To ensure the 5yr old programme is managed effectively in accordance with centre policies and all legislative requirements in collaboration and consultation with the Head Teacher.
- To ensure the centre's Christian philosophy is reflected in all practices.

The 5yr old programme Teacher will meet the professional ethical standards in addition to the requirements in this Job Description.

Responsibilities Competencies

LEARNING AND TEACHING

- To support the Head Teacher with the development and implementation of the centre 5yr old curriculum which reflects current approaches Early Childhood Education and Care Centres Regulations 2008 including Early Childhood Education Curriculum Framework will be met at all times with a transition to the NZ Curriculum framework to enable the 5 year olds to achieve the appropriate outcomes of year 1 of the National Curriculum standards by the time they are 6 yrs old.

MANAGEMENT

- Responsible for the smooth operation of the 5 yr old programme in collaboration with the Head Teacher
- Conflict resolution
- Effective communication
- Ensure that the principles of Te Whariki underpin the curriculum and the assessment and planning processes.
- Ensure that the 5 yr old programme has a sound Christian curriculum base.
- Ensure that the curriculum is developed based on the principles of Te Whariki for program planning and assessment with a transition to the NZ Curriculum framework
- Monthly recorded meetings with Provisional Teachers and written report, an additional 2hrs non-contact will be allocated
- Ensure at all times team loyalty and support are promoted
- Ensure staff tasks are adhered to
- All written communication must be available to and shared with all staff
- Portfolios
- Knowledge of all Policies, Regulations and Legislation
- Health and Safety
- Centre Presentation

TREATY OF WAITANGI

- Model responsibility for and commitment to Te Tiriti o Waitangi
- Equity for all children

FAMILIES WHANAU AND COMMUNITY

- Actively encourage and maintain a partnership with parents and whanau, incorporating respect and consideration
- Liaise effectively with the Head Teacher and Centre Manager
- A positive, responsive and sensitive attitude must be reflected and communicated within the centre environment at all times
- Ensure confidentiality of information. Privacy Act
- Open communication and feedback with the Head Teacher at all times
- Completion of the portfolios of all the children in the 5 yr old programme
- Parents/caregivers informed of all accidents to children – sighting and signing the form

- Centre presentation is at the highest possible standard at all times
- Ensure that the centre is clean and tidy at all times
- Ensure culturally appropriate practices are adopted whenever possible
- Maintain a commitment and awareness of equity issues
- Ensure effective parent consultation for appropriate aspects of the centre
- Develop and maintain appropriate methods of parent/whanau involvement in collaboration with the Head Teacher
- Encourage, plan, implement and support parent education – reviewed annually in collaboration with the Head Teacher
- Support Head Teacher and Centre Manager during staff meetings, social functions and professional development

EMPLOYEE DESIRED ATTRIBUTES – Assistant Head Teacher

Please note that the appropriate Professional Standards will also apply to this position.

- Enthusiastic, open minded and energetic.
- Have well developed people skills and ability to work effectively in a team.
- Demonstrate appropriate and proven leadership skills and be supportive to other team members.
- Be open to change.
- Demonstrate vision and innovation.
- Have well developed time management skills; be well organized, flexible and resourceful.
- Be approachable, able to communicate effectively and foster relationships with children, parents and the wider community
- Takes the opportunity to develop own knowledge and supports others in the centre to develop knowledge in te reo me nga tikanga Maori.

Appendix 3 Sample Staff Contract

SAMPLE STAFF CONTRACT

UNDER THE EMPLOYMENT RELATIONS ACT 2000

INDIVIDUAL EMPLOYMENT AGREEMENT FOR EMPLOYEE

THIS AGREEMENT made this 22nd day of April 2013

BETWEEN Manukau Christian Charitable Trust ("the employer")

AND _____ ("the employee")

WHEREBY it is agreed as follows:

Employment

1.1 THE employer shall employ the employee and the employee shall serve the employer in accordance with the conditions of this agreement.

1.2 THE employee shall perform diligently and to a proper and work person like standard the duties specified in the first schedule at the employer's place of business as specified in the second schedule.

1.3 EMPLOYMENT under this agreement will begin on 29th January 2013.

Hours of work

2.1 THE usual hours and days worked shall be as specified in the second schedule.

2.2 PAYMENT for all hours worked shall be at the rate or rates specified in the third schedule. The employee shall be paid fortnightly in arrears every Monday (or such other day as determined by the employer) and by way of direct credit into the employee's nominated bank account.

Probationary period

3.1 There is a 3 month probationary period.

Annual leave

4.1.1 EMPLOYEES are entitled to 6 weeks annual leave when the preschool is not open for service – the first week in each of the first 3 school term holidays and three weeks at Christmas starting Christmas Eve.

Public holidays

5.1 PUBLIC holidays are set out by the Holidays Act 2003 and include Christmas Day, Boxing Day, New Year's Day and the 2nd of January, Good Friday, Easter Monday, Anzac Day, Labour Day, Queen's Birthday, Waitangi Day and the anniversary of the province in which the employee lives.

5.2 PUBLIC holidays shall be taken and paid in accordance with the provisions of the Holidays Act 2003.

Sick leave

6.1 FOLLOWING the completion of 6 months' employment the employee shall be entitled in each ensuing period of 12 months to 5 days' paid sick leave.

6.2 SUCH sick leave may be taken only when:

- (i) The employee is sick or injured; or
- (ii) The spouse of the employee is sick or injured; or
- (iii) A dependent child or dependent parent of the employee or of the spouse of the employee is sick or injured.

6.3 UNUSED sick leave can be accumulated to a total of 20 days.

6.4 UNUSED sick leave, including accumulated sick leave, is not paid by the employer if employment ends.

6.5 THE employer may require production of a medical certificate as evidence of entitlement to sick leave if the absence is 3 continuous calendar days in duration or more.

6.6 IF annual holidays have started or about to start and the employee or a person who depends on the employee for care becomes ill, then the employee may take sick leave as a result.

6.7 EMPLOYEES are to notify the employer of the need to take sick or bereavement leave in advance where possible and as soon as possible or alternatively before the start of the working day.

Bereavement leave

7.1 FOLLOWING the completion of 6 months' employment the employee is entitled to 3 days' bereavement leave where the bereavement results from the death of the employee's spouse, parent, child, brother, sister, grandparent, grandchild, father-in-law and mother-in-law.

7.2 THE employee is entitled to 1 day's bereavement leave where the bereavement results from the death of any other person only in agreement with the employer where the employer will take into account:

- (i) The closeness of the relationship or association between the employee and the deceased.
- (ii) Whether the employee may have any responsibility for arrangements for the ceremony.
- (iii) Any cultural responsibilities the employee has in relation to the death.

7.3 EMPLOYEES can apply for bereavement leave in respect of each bereavement suffered.

7.4 EMPLOYEES are to notify the employer of the need to take bereavement leave in advance where possible and as soon as possible or alternatively before the start of the working day.

Termination

8.1 EITHER party may terminate this agreement by giving to the other not less than 4 weeks' notice in writing. If either party gives such notice, then the employer shall have the option of either:

- (i) Requiring the employee to work out the period of notice; or
- (ii) Paying the employee in respect of that period and requiring him/her not to work for any competitor during that period.

8.2 THIS agreement may be terminated forthwith by the employer, without prior notice, if the employee at any time:

- (i) Commits any serious misconduct or persistent breach of the provisions of the agreement;
- (ii) Becomes of unsound mind; or
- (iii) Is convicted of any criminal offence which may effect the employee's position with the employer.

8.3 FOR the purposes of this sub-clause, serious misconduct shall include (but not be limited to):

- (i) Common assault;
- (ii) Physical or sexual abuse or harassment;
- (iii) Possession of the property of the employer or any other person without authorisation or consent or as a result of theft of same;
- (iv) Use or under the influence of alcohol or legally prohibited drugs while at the place of work;
- (v) Disobeying the employer's reasonable instructions;
- (vi) Absent from work for 2 days without notifying the employer;

8.4 IN the event that the employee leaves without notice or during the notice period without the written consent of the employer, then the employer reserves the right to deduct 1 day's salary for each day not working during the notice period. This may include deduction of any monies, which have accrued due for any period of leave or any monies that have been advanced by the employer to the employee. It is accepted that such monies may be deducted from any final pay (including holiday pay).

Redundancy & restructuring

9.1 IN this agreement:

- (i) redundancy means that the employee's position is surplus to the employer's needs by reason of the closing down or reorganisation of the whole or part of the employer's operations or by restructuring in 9.1(ii); and
- (ii) restructuring means that the employer has contracted or arranged for the employer's business or part of it to be undertaken by another person or company; or that the employer is selling or transferring the employer's business or part of it to another person or company; or that a contract or arrangement for the employer to carry out the work has been terminated but the work is to be carried out by another person or company.

9.2 WHERE a situation as outlined in 9.1(ii) could affect the employee's employment, then the employer will negotiate with the new employer with the aim of having the employee's employment continue on the same terms and conditions as set out in this agreement.

9.3 WHERE the employer is able to arrange for the employee to transfer to the new employer, then the employee may choose whether to transfer to the new employer or not.

9.4 WHERE the employer cannot agree with the new employer as to the continuing employment of the employee and the employee is no longer required to perform the work that he/she was employed to do and the employer is unable to arrange suitable alternative employment, then the employee's position will become redundant.

9.5 WHERE the employee's position is made redundant the employer shall give the employee 1 month's notice and no redundancy compensation shall be payable to the employee.

Personal grievance

10.1 A personal grievance of any employee party to this agreement shall be settled in accordance with the procedure set out in part 9 (personal grievance, disputes and enforcement) of the Employment Relations Act 2000. It is acknowledged that a personal grievance must be raised within a period of 90 days as set out in section 114 of the Employment Relations Act 2000.

Disputes

11.1 THE procedure set out in part 10 of the Employment Relations Act 2000 shall apply to a dispute which:

- (i) Is about the interpretation, application or operation of this agreement; and
- (ii) Is between any or all of the parties bound by this agreement.

Warranties

12.1 THE employee warrants that all representations, whether oral or in writing made by the employee as to qualifications and experience in applying for this position, are true and complete.

Safety and health

13.1 BOTH parties to this agreement are committed to safe working conditions and to the good health of all employees pursuant to the Health & Safety in Employment Act 1992. To facilitate this, it is provided that:

- (i) It is strictly against the rules of the employer's workplace to interfere with or make inoperative any safety equipment;
- (ii) All work related injuries and accidents are to be reported immediately to the employer;
- (iii) Any damage to or loss of equipment is to be reported to the employer immediately.

Compliance with house rules, policies and procedures

14.1 THE employee shall be subject to and must observe and comply with all preschool rules, policies and procedures in force. The employer is entitled from time to time to amend, cancel or introduce such rules, policies and procedures as it considers necessary.

14.2 ANY employee who breaches any of the preschool rules, policies or procedures may be subject to disciplinary action, which may result in the termination of the employee's employment.

Employee obligations

15.1 THE offer of employment is based on information provided by the employee in the employee's application form, resume, pre-employment questionnaire and formal job interview(s). If any false or misleading information was given or any material facts suppressed, then the employee may be dismissed for serious misconduct.

15.2 THE employee has disclosed to the employer any injuries and/or illness previously suffered, which may affect the employee's ability to effectively carry out the duties for which the employee has been employed.

15.3 DURING normal working hours, employees shall devote the whole of the employee's time, attention and abilities to carrying out the employee's duties.

15.4 EMPLOYEES shall carry out the employee's duties well, faithfully and diligently, providing the employer with the full benefit of the employee's experience and knowledge.

15.5 EMPLOYEES shall use the employee's best endeavours to promote, develop and extend the employer's business interests and reputation and not do anything to its detriment.

15.6 EMPLOYEES must not engage in any paid or unpaid employment, which might adversely affect the performance of the duties of the employee's position with the employer, without the written permission of the employer.

Dress code

16.1 THE employee shall comply with any dress code as determined by the employer.

Confidentiality

17.1 AS part of normal duties, the employee will obtain, or have access to, confidential information concerning the employer. Under no circumstances is any use to be made of this information except for the purposes directly relating to the employer's business.

Collection & release of medical & other information

18.1 IN the event of the employee becoming ill or injured or attracting a gradual process injury, illness, infection or disease, whether it arises out of employment or non-employment activities engaged in by the employee, the employee hereby irrevocably consents to the collection and release of any medical information, current or historical, regarding the injury, illness, infection or disease. The employee hereby consents for the information to be used to ascertain whether an injury is work related or for purposes related to ascertaining and determining what duties the employee can perform until the employee has been assessed as having completely recovered from the employee's injury, illness, infection or disease.

Declaration

19.1.1 THE employee agrees that the employee has had the opportunity to seek independent legal advice before signing this employment agreement.

SIGNED by & on behalf of the employer Manukau Christian Charitable Trust _____

SIGNED by the employee _____

Appendix 4 Letters of Support

3 March 2014

To Whom it may Concern

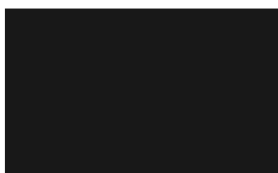
I have known Tony Bracefield for at least 7 years through his ministry work in my local neighbourhood with both children and their families. A very high percentage of his group are of Maori and Pacific origin.

His organisation has provided organised sports, social events, such as alternative Halloween celebrations, and after school programmes over this period and children who were once anti-social are now actively involved and play a more positive role in the community. Recently I noted that they now have sports teams from the local kids whose families are unable to afford membership fees.

I am extremely impressed with the outcomes achieved by the Manukau Christian Trust and Redeemer Grace Church. Our Community Board gave them funding at one stage to purchase equipment for their sporting activities and Tony also put in to the Community Board to build a fence on the Robin Brooke Reserve in order to provide safety for the children while they played their sport.

I am certain that almost every child in our sub-division knows Tony by name. That is because they have had positive personal experiences with him or his group. I therefore have no hesitation in recommending and supporting Tony and his organisation in their bid to set up a partnership school at their base on Hilltop Rd. If you wish to contact me my details are attached.

Yours faithfully



s 9(2)(a) OIA

Member – Otara Papatoetoe Local Board

1

12 Robin Brooke Drive, Flat Bush Auckland 2016

Mob:



s 9(2)(a) OIA

Tc Iwi o Ngāti Kahu Trust

Social Services
He Pou Ora

Physical Address: Unit 3/586 Great South Road, Papatoetoe
Postal Address: PO Box 23521, Hunters Corner, Auckland 2156
Phone: 09 250 4757 Fax: (09) 250 4717 Email: enquiries@iwi-k.co.nz



10 March 2014

To the working group of Partnership Schools

Reference for Tony Bracefield of the Manukau Christian Charitable Trust

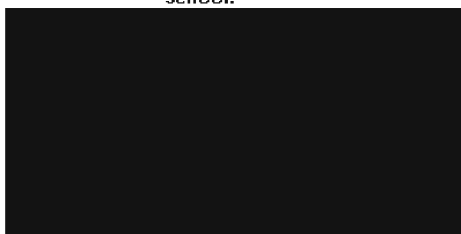
I have been working recently with Tony Bracefield from the Manukau Christian Charitable Trust in relation to a Maori client and her child who is in need of education.

Tony has a passion to help needy families and their children in our community and has demonstrated clear links to the New Zealand Police, Work and Income Department, Child Youth and Family Department and the local medical centre.

Tony has provided invaluable background advice on this family who he has cared for over the years.

Tony is actively working with a large number of agencies to ensure children, who are not currently in education, receive this vital opportunity.

I therefore believe the Manukau Christian Charitable Trust is well placed to continue their work with the children from needy families in our community and support their application for a partnership school.



s 9(2)(a) OIA

Kairuruku ICM – BSW



10 March 2014

To the working group of Partnership Schools

Reference for the Manukau Christian Charitable Trust

The Anglican Trust for Women and Children (ATWC) has been working in partnership with the Manukau Christian Charitable Trust since 2012.

ATWC identifies needy families and children in the community who require a high level of care and preschool education.

ATWC has referred children who have not been participating in preschool education to three of the Manukau Christian Charitable Trust's preschools in Manurewa, Flat Bush and Clendon, because the trusts preschool provide 20 free hours of quality preschool education and a pick up and drop off service.

The level of care and quality of education the Manukau Christian Charitable Trust provides to the children of the families we work with is commendable.

We therefore believe the Manukau Christian Charitable Trust is well placed to continue their work with the children from needy families in their transition from preschool education to formal school education and support their application for a partnership school.

Yours sincerely



s 9(2)(a) OIA

Waiomanu Outdoor Education Centre,

'seeing young people reach the potential they were created to be'

3 Maraetai Coast Road, Maraetai Beach, Auckland. 2148

7 February 2014.

To the Partnership School Working Group,

We have recently been approached by Mr Tony Bracefield, Chairman of Manukau Christian Charitable Trust to consider forming a partnership arrangement with the Waiomanu Outdoor Education Center, should their partnership school application be accepted.

We are excited that the Manukau Christian Charitable Trust is in the final stages of applying for a partnership school on their property at 30 Hilltop Road, Manukau, that is within our constituency area.

The Waiomanu Outdoor Educational Centre is being set up to provide opportunities to strengthen the educational outcomes of lightly resourced schools, and low socio economic groups community groups. Offering ecological and environmental sustainability studies along with primary industry studies focusing on the agriculture sector. The Centre also offers entry level participation opportunities for students to experience a number of outdoor pursuits that are also listed on the Olympic calendar, such as Kayaking, sailing, mountain biking and archery.

Therefore we are thrilled with the prospect of establishing an ongoing relationship with this proposed charter school, to assist them in achieving legendary educational outcomes for their students.

Kind regards,



s 9(2)(a) OIA

Project Manager



s 9(2)(a) OIA



waiomanu.project@gmail.com



P.O. Box 201818, Maraetai Beach, 2148

Thursday 6th March 6, 2014

To whom it may concern,

s 9(2)(a) OIA

As the parent of [REDACTED] (a former student of Sunshine Christian Preschool), I believe that this center has made a big impact on my child's learning abilities.

s 9(2)(a) OIA

I enrolled [REDACTED] into Sunshine Christian Preschool at the age of 3, initially due to the proximity and convenience of the center.

I found that the center was very organized, creative, loving, and warm. The dedication and compassion shown by the staff was tremendous. I found that I could relate to the cultural aspects and [REDACTED] enjoyed the curriculum which had a twist of a Christian aspect. We soon realized that we had created a whole new multi-cultural whanau and we enjoyed it.

s 9(2)(a) OIA

s 9(2)(a) OIA

When [REDACTED] turned 4 and a half, I was given the option to place [REDACTED] into a new 5 year old program that the preschool had created. I leapt at the opportunity due to these reasons:

s 9(2)(a) OIA

1. It would be based around a normal 5 year old Curriculum, but with a Christian style of teaching.
2. [REDACTED] would be in a familiar environment, while learning how to be in big school
3. There would be a smaller teacher to children ratio
4. [REDACTED] would have the opportunity to have more one on one time with the teacher

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

[REDACTED] soon blossomed into a bustling little student, where [REDACTED] excelled in Math, English and Reading. [REDACTED] also got to spend extra time with [REDACTED] teacher before the other students arrived and this also propelled [REDACTED] learning.

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

[REDACTED] eventually graduated and I enrolled [REDACTED] into [REDACTED]

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

I believe that the 5 year old program at Sunshine Christian Preschool has given [REDACTED] a head start at school and learning. I still recommend this program and Preschool to parents continuously.

Yours Sincerely,

[REDACTED]

s 9(2)(a) OIA

Saturday the 8th of March 2014

To the Partnership School Working Group,

s 9(2)(a) OIA

s 9(2)(a) OIA

■■■■■ was a preschool child at Sunshine Christian preschool from the age of 3 until ■■■■ started school at ■■■■ at the age of 5.

s 9(2)(a) OIA

I believe that this preschool has had a fantastic impact on my child's education.

s 9(2)(a) OIA

s 9(2)(a) OIA

■■■■■ comes from a Samoan speaking family and ■■■■ has integrated English with ■■■■ Samoan language extremely well due to the wonderful teaching programme at Sunshine Christian Preschool.

s 9(2)(a) OIA

We are practicing Christians and believe the preschool has strengthened our cultural heritage by teaching ■■■■ from a Christian perspective.

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

When ■■■■ started school ■■■■ performed very well and we were delighted when ■■■■ was awarded the top student award for literacy, numeracy and citizenship in year 1.

s 9(2)(a) OIA

s 9(2)(a) OIA

We enrolled ■■■■ in the Manukau Christian Charitable Trust OSCAR afterschool care programme and ■■■■ continues to excel at school. Last year ■■■■ won the top mathematics award for year 3 students.

s 9(2)(a) OIA

We are convinced this achievement is because of the excellent foundational work that was done at Sunshine Christian Preschool and at the OSCAR afterschool programme.

In addition we are very thankful that the Manukau Christian Charitable Trust has provided free of charge a pick up and delivery service both for preschool and the OSCAR programme as our work commitments meant we were unable to do the transport.

s 9(2)(a) OIA

We have a ■■■■ too has been enrolled in the Sunshine Christian Preschool since the age of three. We have been delighted with ■■■■ progress and have enrolled ■■■■ in the special 5 year old programme so ■■■■ will build an excellent foundation for school.

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

We fully recommend the ministries of Manukau Christian Charitable Trust to all our friends and family and commend them in their desire to open a partnership school.

We would definitely send both our children to this school should they be successful.

Yours Sincerely,

■■■■■

s 9(2)(a) OIA

Manukau

Appendix 5 Financial underwriting

s 9(2)(b)(ii) OIA [REDACTED]

s 9(2)(b)(ii) OIA [REDACTED]

To the Partnership School Kura Hourua Working Group

We are delighted to offer Financial Support where needed to Community Christian School.

The Manukau Christian Charitable Trust is a competently run Trust that we have witnessed transform many lives over the past few years. It is made up of a team of experienced educationalists passionate about helping children succeed. We believe the management team contains the talent needed to address the root causes of Educational failure.

s 9(2)(b)(ii) OIA [REDACTED] has watched the Trust deliver high quality preschool education to hundreds of families in some of the most needy areas in Auckland. They have also shown admirable commitment improving the education of many Maori and Pacific children.

s 9(2)(b)(ii) OIA [REDACTED]

[REDACTED] has enabled the Manukau Christian Charitable Trust to gain additional land to expand their education facilities. The development has also freed up an additional capital for the Trust to invest in lifting Educational Achievement. This is a fantastic example of how a business such as [REDACTED]

s 9(2)(b)(ii) OIA [REDACTED]

s 9(2)(b)(ii) OIA [REDACTED] can use its expertise to help charitable organisations like the Manukau Christian Charitable Trust reach into its community.

We strongly believe that a Trust sponsored Partnership School could help hundreds of at-risk children gain the successful education that the 25% tail of underachievement is not currently receiving from the State Education system.

For these reasons listed above it gives us great pleasure to offer a guarantee that if needed, we will provide the Manukau Christian Charitable Trust with a loan to cover any additional set up costs for Community Christian School.

Please contact me on [REDACTED] if you wish to discuss the matter any further.

Yours Sincerely

s 9(2)(a) OIA [REDACTED]

[REDACTED] s 9(2)(a) OIA [REDACTED]

Director

Appendix 6 Proposed building layout

