

INDICATION OF INTEREST

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

Community Christian School

ISSUED 14 DECEMBER 2012

DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

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

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

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

SCHOOL CONTACTS AND PROFILE

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

Proposed School

Name Community Christian School

Please note that as our proposal is for satellite schools operated from one central administration site, in different areas of South Auckland we would differentiate each site with the area location next to the school name eg

Community Christian School – Mangere

Community Christian School – Flat Bush

Community Christian School - Clendon

Proposed Sponsor

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body," such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name Manukau Christian Charitable Trust

Primary Contact

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

Name Tony Bracefield

Mailing Address 30 Hilltop Road, Flat Bush, Auckland 2023

Phone: Day S 9(2)(a) OIA **Cell phone:** 0212173837

Email S 9(2)(a) OIA

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School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion) Primary up to year 8

Proposed location

As per above we are planning to have one central administration function which will be at 30 Hilltop Road, Flat Bush Auckland with up to 4 Satellite schools, one in Mangere, Clendon, Flat Bush and New Lynn

Year levels in first year of operation

Years one to four

Year levels at full enrolment

Years one to eight

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OFFICIAL INFORMATION ACT

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

Why

As a Christian Trust working in the Manukau area, we see a significant need to boost the educational outcomes of children in our community in order to help them to develop into young adults who will achieve their academic potential and become positive contributors to society.

For various reasons, the local state education is not meeting the needs of all. We believe that we are able to provide an alternative that would better suit some children in achieving more highly academically, and to provide a spiritual base, which has been identified as something of great importance to many Maori and Pacific people.

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

How

We aim to do this by

- having a high staff:pupil ratio by supplementing teachers with assistants to
 - provide more help those who need it
 - give flexibility in how the class is taught
 - obtain greater classroom control
- employing members of the children's own community to act as teacher aids and mentors
 - as well as providing academic help these people are role models and an inspiration
- potentially extending school hours
 - to provide extra learning time to enable students to catch up where they are behind
 - to assist with homework
- providing extra services to parents as needed
 - potential areas include breakfast/lunch, arranging transport to school, addressing health issues, organising services for parents from other organisations
- providing Christian teaching
 - to nurture spirituality as a means to developing the "whole person"

2. Goals

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

We have 3 main goals:

Well being- *kids that aren't happy don't learn*

- Physical well being
 - providing breakfast and/or lunch if necessary
 - liaising with parents on health issues and being willing to help them out eg treating head lice at the school, taking children to the doctor
- Emotional well being
 - belonging: we aim to have kids feeling
 - part of the *school community* (ie positive about school) by
 - fostering community within the school
 - dealing with bullying
 - part of the *wider community* by
 - using people from their community as teacher aids in the classroom
 - learning some Te Reo Maori, Samoan and/or other Pacific language and doing cultural activities
 - involving families in some of the school activities
 - part of *God's world* by
 - teaching Bible as a subject
 - emotional issues
 - no toleration of bullying
 - seeking help and counselling for kids with emotional issues
- Spiritual well being
 - teaching Bible
 - staff at the school to model Christian values

Achievement- *opening doors for the future*

- Inspiration
 - provide a school environment that encourages children to do their best through rewards and the example set by the staff
 - longer term: helping families to learn how to help and encourage their children through parent education
- Hard work
 - Expect a high standard of effort
 - The higher level of staffing will enable more effective helping of children who stop working because they are stuck, and better ability to encourage those who are daydreaming etc
 - High goals
 - Our aim is to help every child reach their potential
 - National standards as a benchmark to achieve:
 - We aim to have 90% of children (excepting those with diagnosed learning difficulties) be at or above the national standard after 5 years at the school
 - For children arriving at the school from another school- if they

were below the national standard we aim to see significant improvement within 1-2 years

▪ National standards as a means to compare with the local community schools:

- We aim to achieve significantly better results on the national standards compared to the other schools in the community and will use the published data from local schools as a benchmark to measure our achievement

Values and Service- producing well-balanced young people

- Developing character
 - teaching Christian values from the Bible
- Looking beyond ourselves to serve
 - In the school-
 - develop a culture of older kids/quicker learners helping others
 - fostering teamwork in sports and extracurricular activities
 - In the community- every term doing a service project in the community
 - In God's world – every term doing an environmental project

Evaluation

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

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

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

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

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

The MCCT is keen to develop a school on more than one campus. The main area of our operations would be at 30 Hilltop Rd, Flat Bush, Manukau where we also run a preschool and a homework programme with children from the local low decile schools. We also propose to have a campus on Maplesden Dr, Clendon and Rosella Rd, Mangere and Rimu Street New Lynn. We are seeking to work primarily with Maori and Pacifica children from lower socio economic backgrounds.

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

From our work with children and their families from our Hilltop Rd site, we see these children face many challenges which impact on their learning. Many of these challenges stem from what is going on in the home. Not all families face the same difficulties and most families do really want the best for their kids but if any of the following factors are present, the children are impacted:

- Instability in the home
 - Violence or relationship dysfunction or breakdown
 - Changing homes or changing people living in the house
- Lack of food in the home
- Health issues including poor nutrition and hygiene
- Self-control issues, often related to lack of parental training of children
 - lack of respect
 - lack of perseverance at tasks
 - little or no interest in doing homework, etc
 - irregular bedtimes (poor sleep habits)
 - addiction to playstation
- Little education happening in the home
 - While in other communities parents do lots of reading to their children, talk to them about lots of things, go interesting places, and take an interest in their schooling and homework, this does not happen in many low socio-economic homes
 - Some parents feeling powerless to help due to lack of understanding, language barriers etc.

Schools are unable to solve all these but the flexibility given to Partnership schools does enable the school to offer more time for the students to be actively engaged in learning through flexibility in learning styles and longer hours, provide mentoring, inspiration and training in values, and offer support to the families through direct involvement and facilitating the involvement of other agencies.

It is our intention to work with Maori, Pacifica and low socioeconomic children as most others are doing well in the current NZ school system. It is the desire of our Trust to help those who are disadvantaged and from the work we have done in our homework programme and through our preschools we have seen that real progress is possible.

Evaluation

Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population

and the area in which the school will be located, and

- a clear intention to target and attract the Government's priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

2. Learning Environment, Teaching and Curriculum

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

We intend to operate a classroom according to NZ curriculum standards, using the phonics reading programme and the normal teaching standards of a qualified registered teacher in a faith based context. Our evaluation and assessment strategies will be those that relate to the NZ curriculum standards.

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please describe how this aligns with the key elements of one of these documents.

We will primarily be using the New Zealand curriculum with teaching programmes being consistent with our Christian philosophy and statement of faith. This is so that we can monitor the progress of our students against the NZ national standards.

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

Our three key education programme characteristics which will enable us to be successful in improving achievement standards are.

- 1) We will be using a phonics based reading system which we believe is best suited to enable children from lower socio economic backgrounds to succeed in reading (the key to all learning)
- 2) Our teacher aids and mentors will encourage the children to succeed while under the supervision of a qualified teacher and this will enable us to have a ratio of about 1 teacher to 10 children.
- 3) Our faith based system will provide an excellent framework for success in both family life and as a contributor to society.

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

We will teach children how to read, write and do arithmetic with a faith based value system to live as a positive contributor to family and society. We will be assessing the academic level against the NZ national standards.

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

They will see a team of committed teachers and helpers who seek to see them succeed in every part