

of life and who will be available to help in areas that traditional teachers can not – such as providing food, clothing and transportation.

Evaluation

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

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

3. Community and External Engagement

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

In all our proposed satellite school locations we will be working with a local church in that area, which has already developed a community of local people who are concerned about the educational requirements of their children. All of our partnership churches have identified that their children would benefit from a holistic faith based education system and the mentoring programme would accompany it. In a number of our sites we are also operating preschools and the parents of these children have expressed a real interest in continuing their children in our proposed partnership school. In one of our preschools we have established a 5yr old programme for Maori and Pacifica children that have a goal of preparing the children to the NZ national standard for a year 1 child. This has now been going for 1 year and is producing excellent results and the parents are all delighted with the progress of their children.

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

Once we have received confirmation of our acceptance as a partnership school, we will be working with our partnership local church and other local churches to seek enrolments. In addition we will be distributing the enrolment through our community preschools, and we will prepare appropriate advertising in our Christian communities. As we are seeking to grow steadily over the years, the siblings of our first enrolled children would be expected to attend and in many of the Maori and Pacifica families there are a good number of siblings and relatives.

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

We will engage parents through regular reporting on their children and encouraging interaction with their teachers. As a faith based school we have a number of Christian celebrations that always bring whole families together and they provide a wonderful basis for parent and community engagement.

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

As stated above we have a partnership church in each proposed site and an operational preschool on most of the sites so we already have a community of people who are looking forward to a partnership school being established in their community. The Christian community also has a wide range of net works specifically within Maori and Pacifica communities and as a faith based school we will be able to access these networks.

Evaluation

Reviewers will be looking for:

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

C. OPERATIONS PLAN

1. Leadership and Governance

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

Evaluation

Reviewers will be looking for evidence of:

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

2. Staffing

Provide as **Attachment 2**, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

3. Proposed Enrolment

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

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1	25	50	75	100	100	100
2	25	50	50	75	100	100
3	25	25	50	50	75	100
4	25	25	25	50	50	100
5		25	25	25	50	100
6			25	25	25	100
7				25	25	100
8					25	100
9						
10						
11						
12						
13						

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

We currently have resource consents and school buildings for primary schools on two sites (Flat

Bush and Mangere) up 135 students and we have a further two sites that we could begin resource consents on if we were successful in our application.

Therefore we are intending to have a class size of 25 students so will start with 4 classes of years 1 to 4 in 2014.

In 2015 we expect that we will be able to grow two new classrooms in both year 1 and year 2 because that will have given us a year to develop a further capital development plan. There after we are intending on growing by one classroom a year at year 1 until we reach 100 children and then growing appropriately as those numbers flow through the school.

Evaluation

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

4. Proposed Facilities

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

We will need 4 classrooms to accommodate the school at set up and 18 classrooms by 2018.

Describe how you intend securing these facilities.

We already have the 4 classrooms on two sites – Flat Bush and Mangere which are currently being used just by our partnership churches on a Sunday for Sunday Schools. These sites have already been resource consented for primary schools up to 135 children so we are ready to begin in 2014. If we are then successful we can appropriately plan to expand our satellite sites with other partnership churches that have spare land to enable school development – that being Clendon and New Lynn (both of which we will have established preschools in 2013).

Evaluation

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

10. BUSINESS PLANNING

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

- financial management

- fundraising and development, and
- accounting.

How will you access this expertise?

Our Trust already has all the above positions filled as we are operating two licensed preschool centres.

Our Trust chairman and general manager is a full qualified Chartered Accountant with 25 years experience particularly in education.

In addition we have employed a new accounts manager (with 14 years' experience at Rosehill College as their accounts manager) to perform all the required accounting rolls.

We also have an administration officer who is able to look after fundraising and development rolls.

As we are operating two preschools, with two more to open this year, and an after school care programme we already have the required expertise to manage an education operation.

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

We have partnership arrangements with each of our partnership churches on each of our sites and as a trust we currently operate two licensed preschools so we are familiar with MOE licensing criteria. In addition we are opening two new preschools, one in Glendon and one in New Lynn this year and these will also be sites for our satellite schools should successful resource consents be granted on these sites (which is our expectation as they will already be consented for preschool education).

The main business plan behind our satellite school approach is that we will have one administration hub that will manage all the administration and licensing requirements from the one site so we will not need to replicate the administration costs at each site, hence we can commit the saved administration money into more teacher aids to increase the academic achievement of the children.

This is the current model we are implementing with our preschool operations.

Evaluation

Reviewers will be looking for evidence that:

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

Attachment 2: Qualifications of Trustees

Governance Board

1) John Coulthard –

2) Sue Bracefield –

3) Maria Chuang –

4) Tony Bracefield –

Management team

At this stage of the development, Tony Bracefield is the general manager and is overseeing the project until we receive confirmation of a partnership school proposal, then a principal will be added to the existing staff structure (refer attachment).

Attachment 2: Staffing

Our proposal is to run 2 satellite schools in 2014 which will increase to 4 satellite schools by 2015 all managed by one administration hub.

We already have a general manager, accounts manager and administration officer which is more than adequate to run the 2 sites in 2014.

We will be appointing one principal who will be the leader for both satellite schools. As the satellite schools develop over the years, each large satellite school will have a deputy principal in them, but in 2014 we only see a need for one principal and qualified staff.

We will be starting with 4 classrooms in 2014. Our goal is to have 25 children per classroom and one qualified teacher plus up to 2 full time teacher aids (support staff) per room.

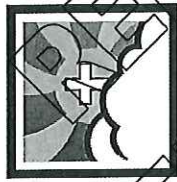
So 4 classrooms will mean the following anticipated staffing

One principal – qualified – Bachelors in Education – Primary

3 qualified teachers - Bachelors in Education - Primary

8 teacher aids (support staff) - no formal qualifications required.

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OFFICIAL INFORMATION ACT



Manukau Christian Charitable Trust

Shining Jesus' Love In Community

