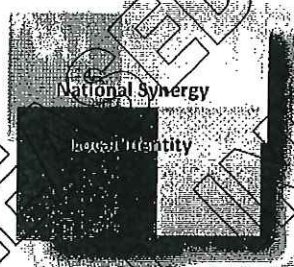


New Zealand Christian Proprietors' Trust Indication of Interest



Context for NZCPT Indication of Interest.

NZCPT is an experienced Proprietor of Integrated Schools. It is currently the Proprietor of five schools across New Zealand and working with several others to become the Proprietor. NZCPT was established to professionalise proprietorship amongst independent Integrated Christian schools across New Zealand. It is committed to providing high quality education that is shaped by the Christian faith. The Partnership schools model provides an opportunity for NZCPT to consider how it may connect with South Auckland communities who may not be able to easily afford a school set up under the Integration Act.

At this stage NZCPT has not been able to establish a community to work with in South Auckland to establish a Christian based Partner school.

The indication of Interest completed below is somewhat generic, however it does enable the Working Group to gain a sense of our vision and capacity to deliver the outcomes the Minister is hoping to achieve through this model.

NZCPT has also made a supportive submission to the Select Committee on Partnership Schooling.

SCHOOL CONTACTS AND PROFILE

Proposed School:

Name: N/A

Proposed Sponsor:

Name

New Zealand Christian Proprietors' Trust

Primary Contact:

Name

S 9(2)(a) OIA

Mailing Address

P.O. Box 306
Orewa 0946

Phone: Day

S 9(2)(a) OIA

Cell phone:

S 9(2)(a) OIA

Email

S 9(2)(a) OIA

School Profile

School Type (e.g. primary, middle, secondary, bilingual, immersion)

Composite

Proposed location

South Auckland

Year levels in first year of operation

TBA

Year levels at full enrolment

1-13

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

NZCPT believes there is a demand for Christian Schooling in South Auckland, in particular amongst Pacifica families. It is our belief that a Christian based schooling environment that also has a strong Maori/Pacifica ethos will be distinctive and provide a basis for education that will reduce barriers to presence, participation and achievement of students. We believe that such a school established under the Partnership Model could achieve outstanding educational outcomes.

NZCPT has strong track record of high quality education and a wealth of experience on its board and within its network of schools, to be considered as a worthy Sponsor of a faith based Partner School.

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

To provide a high quality education that connects with student identity, community aspirations and is shaped by the Christian faith.

2. Goals

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

Goal	How	Indicators
1. 90% of students will be working at or above National Standards	High quality staff who are mostly bi lingual – English and a Pacifica Language or Maori. Incentivised performance of staff. School is linked to a leading University that is actively conducting research on teaching learning practices in the school. Fixed term employment contracts.	National Standards Ethnicity is not a determining factor on level of achievement
2. 90% of students will achieve NCEA Level 1 and Level 2	High quality staff who are mostly bi lingual – English and a Pacifica Language. Incentivised performance of	NCEA Ethnicity is not a determining

	<p>staff.</p> <p>School is linked to a leading University that is actively conducting research on teaching learning practices in the school.</p> <p>Fixed term employment contracts.</p>	factor on level of achievement
3. All students will be actively involved in the performing arts or a sporting endeavour	<p>Establishing strong community links with Maori and Pacifica groups and Sports clubs.</p> <p>Funding from community trusts.</p>	Internal Data
4. School learning programme will be integrated with real world contexts where students can see their lives making a difference for others.	<p>Student directed learning</p> <p>School Learning programme connected to community.</p> <p>School learning programme connects with the Christian faith.</p> <p>Local church leaders involved.</p> <p>Christian education outcomes are focused on applied Christian living as an outcome of individual and community faith.</p>	<p>Internal Learning Data</p> <p>Positive Community feedback.</p>
5. Attendance is above national norms for decile rating	<p>A policy of no exclusions, suspensions or stand downs.</p> <p>We will "own" the learners to maximise their self motivation to achieve and belong.</p>	Internal and MOE Data
6. To be a school that has high quality organisational capability	<p>Robust systems for assessing, for supporting and evaluating teaching and learning.</p>	Active research by leading university endorses this.
7. Comprehensive Evaluation systems informing teaching practice.	<p>High quality and diverse information is collected and used to inform and foster a model of continuous improvement</p>	<p>Achievement data.</p> <p>Teacher Appraisal</p> <p>ERO</p>
8. School exhibits fully inclusive practices.	<p>Enrolments will policy will be inclusive – "No Cherry Picking"</p> <p>Inclusivity will be overtly linked to school's Christian</p>	<p>Positive feedback from students, families, community workers, churches and</p>

	ethos/values. Christian faith will be articulated in terms of inclusiveness.	professionals.
9. Parents/family and whanau of Maori and Pacifica students feel welcome are fully engaged in school life and learning culture.	Comprehensive consultation with parents with regard to: a) Learning and cultural ethos of the school b) Whether student needs are being met Maori and Pacifica community life is integrated into school culture as is appropriate.	Parent surveys and feedback.
10. Language and culture and identity of each student is recognised as critical to the success of learners	<ul style="list-style-type: none"> Class programmes and learning experiences reflect cultures of the students. High expectations for all Valuing the experiences and knowledge students bring to the classroom learning culture. Teachers adapt teaching strategies to specific needs of each class 	Diverse class programmes, engaged and confident students.
11. High quality Professional Development.	Professional learning culture is systemic. Teachers are actively directing their own P.D. and adopting new learnings that enhance school performance based around student learning needs.	P.D. is on going and connected to school and personal needs with regard to learning outcomes.

B. EDUCATIONAL PLAN

1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

A Low decile predominantly Maori and Pacifica community

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

Unable to comment at this stage as NZCPT does not have a identifiable community to respond to.

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.

Refer to Goals table

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.

New Zealand Curriculum is what NZCPT would initially propose using.

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

The NZC is not prescriptive, is well resourced and allows the necessary flexibility to meet the learning needs of the students

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

Refer Goals table

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

Refer to Goals 3, 4, 9, and 10

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.

N/A

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

N/A

How would you engage with the parent community on an ongoing basis to ensure their

engagement with, and support for, learning?

Refer to Goal 9

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.

N/A

C. OPERATIONS PLAN

1. Leadership and Governance

Appendix 1 – NZCPT Board Members

Appendix 2- Draft Governance Manual

2. Staffing

N/A AT THIS STAGE

3. Proposed Enrolment

N/A AT THIS STAGE

4. Proposed Facilities

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

N/A AT THIS STAGE

Describe how you intend securing these facilities.

NZCPT are open to partner with community organisations and trusts who have a similar vision for Yr 1-13 Christian Education in South Auckland.

D. BUSINESS PLANNING

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

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

How will you access this expertise?

The necessary skills are within the NZCPT Board. Refer Appendix 1

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

N/A AT THIS STAGE

Attachments

Attachment 1

NZCPT Trust Board Members:

S 9(2)(a) OIA

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

S 9(2)(a) OIA