

# 1 Notice of Intent to Respond

Please copy this page into a new word document, complete and send to [partnership.schools@minedu.govt.nz](mailto:partnership.schools@minedu.govt.nz) by **5:00pm Friday 22<sup>nd</sup> March 2013**.

The purpose of this notice is to advise the evaluators of your intent to respond to this RFA and the location you are considering proposing in your application. This section will not be evaluated, and provides the evaluators with an indication of the potential number of Applicant(s) to assist with our planning.

**NOTE:** Completing this section does not bind you to submitting an Application or limit you to the location which you have indicated your interest in operating a PSKH.

## Notice of Intent to Respond

**Attention:** [REDACTED] s 9(2)(a) OIA  
 Procurement Manager, Partnership Schools  
 C/- the Ministry of Education  
[partnership.schools@minedu.govt.nz](mailto:partnership.schools@minedu.govt.nz)

This notification confirms that our organisation intends to submit a formal response to the RFA for operation of a Partnership School dated 6<sup>th</sup> March 2013. We acknowledge the terms and conditions of this RFA and that our Application must be received before the Closing Date (12:00 noon 16 April 2013).

Notification:	Dated	
Respondent:	Organisation	
	Address	
Primary Contact:	Name	
	Position	
	DDI	
	Mobile	
	Email	
	Signed	

Our intention is to submit an Application in consideration of operating a PSKH in the following location [add detail].

## 2 APPLICANT PROFILE

1. Contact person for this Application				
Contact person:	Arohanui Vause			
Position:	Administrator			
Phone number:	09 835 3626			
Mobile number:	██████████	s 9(2)(a) OIA		
Email address:	████████████████████	s 9(2)(a) OIA		
Fax number:				
Is the contact person authorised to negotiate?	<b>Yes</b>	Yes	<b>No</b>	

2. Applicant's organisational profile	
Full legal name:	Ngā Kākano o te Kaihanga Kura
Trading name: (if different)	if applicable
Name of parent organisation:	if applicable
Physical address:	40 Kirrie Ave, Te Atatu South, Auckland
Postal address:	PO Box 104 136, Lincoln North, Waitakere
Company website:	www.ngakakano.school.nz
Location of head office:	Waitakere
Type of entity (legal status):	Charitable Trust
Company registration #:	if applicable, registered number for a company
Country of residence:	New Zealand
GST registration number:	67-848-896

3. Overview of Applicant's organisation	
Type of organisation:	Composite Christian School
Year established:	1997
History:	<p>For 15 years, Ngā Kākano has operated successfully in transforming the life opportunities for a limited number of students who would normally achieve little in the traditional state school system.</p> <p>The school is one mechanism through which the objects of the sponsor, Ngā Kākano o te Kaihanga Trust, are achieved. Specific Objects of the Trust include:</p>

	<p>To nurture and educate students in the ways of God within a bilingual and bicultural environment with Jesus Christ as the chief cornerstone.</p> <p>To deliver all educational programmes and instruction through the medium of both Māori and English, and to provide a curriculum that caters for all developmental stages from birth to school age.</p> <p>To provide a supportive and caring environment in which education can take place, and where parental involvement is encouraged, within the context of the established kaupapa.</p> <p>To affirm all students' self-respect, self-esteem, and self-worth within the supportive environment that promotes belief in Christian values.</p> <p>To provide sustenance and the means for obtaining sustenance, to people involved with the organisation.</p> <p>To express and promote Māori Christian philosophy based on Te Paipera Tapu (the Bible).</p> <p>To promote multicultural relations with those from the whānau and wider community to become an integral part of the community.</p> <p>To develop networks with other organisations to promote and enhance whānau and lifestyle in a positive manner.</p>
Summary of experience relevant to this RFA:	Since its inception in 1998, the vision of Ngā Kākano has been to provide quality education to all students and remains to this day.
Total number of staff in NZ:	6
Number of locations in NZ:	1
Overseas locations:	state any other country where organisation has an operational presence

#### 4. Current business commitments & proposed key personnel




Business commitments:	Ngā Kākano Kura is currently operating as a composite school
Other Contracts with government	Ngā Kākano Kura is a registered composite school with the Ministry of Education

#### 5. Probity

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

#### 6. Disclosure of proposed partners

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.
Collaborative Partner / Sub-contractor #1	
Partner / Sub-contractor name:	McLaren Guise Associates

Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner / Sub-contractor #2 <span style="float: right;">s 9(2)(b)(ii) OIA</span>	
Partner / Sub-contractor name:	Te Kura - Te Aho o te Kura Pounamu
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	
Collaborative Partner / Sub-contractor #3 <span style="float: right;">s 9(2)(b)(ii) OIA</span>	
Partner / Sub-contractor name:	Southern Cross Education Enterprise
Address:	
Specialisation:	
Describe the deliverables the Partner / sub-contractor will be responsible for:	

<b>7. Financial information</b>				
Current financial status:				
Gross revenue:				
Gross profit:				
Last audited financial accounts:	31/12/2011	s 9(2)(b)(ii) OIA		
Copy of latest audited accounts attached?	<b>Yes</b>	Yes	<b>No</b>	
Copy of latest annual report attached?	<b>Yes</b>	Yes	<b>No</b>	
Is organisation in dispute with any trade union?	<b>Yes</b>		<b>No</b>	No

<b>8. Quality standards</b>	
Certificates held:	N/A
Quality assurance systems:	We subscribe under the Education Review Office (ERO) quality assurance systems (QAS) and the New Zealand Qualification Authority (NZQA) QAS
Internal audit:	MKInsight software
Contract management:	N/A
Monitoring & evaluation:	Term reports to parent base, weekly staff meetings to evaluate each class progress, evaluation against strategic objectives
Reporting:	MKInsight, Monthly reports to the Board of Trustees, Quarterly Reports to our whānau community
Financial management:	Banklink, Payroll Partner, McLaren Guise Associates
Risk management:	MKInsight, Risk Management Assessment Forms
Records management:	Ferret Software
Staff training:	
Codes of conduct	N/A

<b>9. Occupational Health &amp; Safety (OHS)</b>				
<b>Health &amp; Safety Management:</b>				
Do you have a written health & safety policy?	<b>Yes</b>	Yes	<b>No</b>	
Do you have an employee participation scheme for dealing with health & safety issues?	<b>Yes</b>		<b>No</b>	No
Is formal health and safety training given to employees?	<b>Yes</b>	Yes	<b>No</b>	

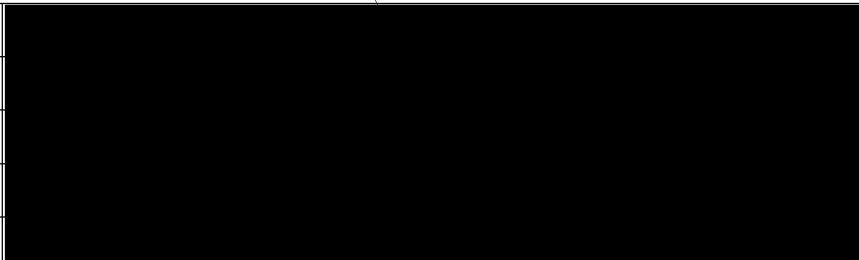
<b>Records:</b> Which of the following safety records do you maintain?				
- Accident Register (as required by Health & Safety Act)?	<b>Yes</b>	Yes	<b>No</b>	
- Hazard Register?	<b>Yes</b>	Yes	<b>No</b>	
- Hazard information?	<b>Yes</b>	Yes	<b>No</b>	
<b>History:</b> Have you received health and safety award/s?	<b>Yes</b>		<b>No</b>	No
If yes provide details:				
Have you had health and safety related notice/warning/fine/prosecution?	<b>Yes</b>		<b>No</b>	No
If yes provide details:				
<b>Health &amp; safety procedures:</b>				
Do you have an emergency procedures plan?	<b>Yes</b>	Yes	<b>No</b>	
Are formal hazard assessments carried out and recorded?	<b>Yes</b>	Yes	<b>No</b>	
Is there always an investigation into any accident that results in harm, or could have resulted in harm?	<b>Yes</b>	Yes	<b>No</b>	
Are vehicles and equipment regularly inspected, tested, examined and maintained?	<b>Yes</b>	Yes	<b>No</b>	

## 10. Referees

Please supply the details of three referees who have relevance to your Application to operate a PSKH. Include a summary of the nature of the relationship they have held with you and when. Please do not provide the Ministry of Education or any of its employees as referees.

<b>Referee #1</b>	
Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	

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<b>Referee #2</b>	
s 9(2)(a) OIA	
Name of organisation:	
Name of referee:	
Address:	
Telephone:	
Email:	

Relationship:	[Redacted]
when:	

s 9(2)(a) OIA

<b>Referee #3</b>	
Name of organisation:	[Redacted]
Name of referee:	
Address:	
Telephone:	
Email:	
Relationship:	
when:	

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

## 3 PURPOSE AND GOALS

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The statement of Purpose and Goals should act as your executive summary and describe why you want to establish your particular PSKH in this area, its distinctive purpose and how it will support student achievement. The statement of Purpose and Goals should be reflected through all sections of your application and later sections must demonstrate that it is both deliverable and affordable.

### 3.1 Objective

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The Statement of Purpose and Goals is the driving force behind all other components of the application. It should clearly convey that all elements of the school's educational business and operational plans are in alignment and all outcomes are linked to your Statement of Purpose and Goals.

Performance goals need to reflect how the school will contribute to the relevant targets developed by the Ministry of Education in response to the Government's Better Public Service goals for education. That is (for example):

1. Increase the proportion of learners achieving literacy and numeracy standards;
2. 80% of schools will be demonstrating highly inclusive practices for learners with special education needs with 20% demonstrating good practice; and
3. 85% of learners achieving NCEA Level 2 by 2017.

Successful Applicants will also demonstrate that they have the desired cultural capability to work in ways that value and validate the identities, languages and cultures of the priority groups. And that they remain committed to further developing this capability to ensure it becomes the foundation by which they become highly effective in the delivery of the contracted outcomes.

### 3.2 Questions

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1. Provide a detailed statement of purpose and goals that:
  - a) describes your distinctive mission/vision and detail how it will enable student engagement and achievement and why you are proposing to open this school;
  - b) defines the school's performance goals and detail how these will be achieved and measured; and
  - c) outlines what you believe to be the key advantages of your application and how they will meet or exceed the outcomes described in 1(b) above.

### 3.3 Response

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Section 3 Question 1a.

For 15 years, Ngā Kākano has operated successfully in transforming the life opportunities for a limited number of students who would normally achieve little in the traditional state school system. Gaining status and funding as a Partnership School would enable the teaching and learning approach of Ngā Kākano to extend to a more significant number of students.

Since its inception in 1998, the vision of Ngā Kākano has been to provide quality education to all students and remains to this day.



The school is one mechanism through which the objects of the sponsor, Ngā Kākano O te Kaihanga Trust, are achieved. Specific Objects of the Trust include:

- To nurture and educate students in the ways of God within a bilingual and bicultural environment with Jesus Christ as the chief cornerstone.
- To deliver all educational programmes and instruction through the medium of both Māori and English, and to provide a curriculum that caters for all developmental stages from birth to school age.
- To provide a supportive and caring environment in which education can take place, and where parental involvement is encouraged, within the context of the established kaupapa.
- To affirm all students' self-respect, self-esteem, and self-worth within the supportive environment that promotes belief in Christian values.
- To provide sustenance and the means for obtaining sustenance, to people involved with the organisation.
- To express and promote Māori Christian philosophy based on Te Paipera Tapu (the Bible).
- To promote multicultural relations with those from the whānau and wider community to become an integral part of the community.
- To develop networks with other organisations to promote and enhance whānau and lifestyle in a positive manner.

#### Whakatauki - Ethos:

*Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei.*

Pursue excellence – should you stumble, let it be to a lofty mountain

*Tā Apirana Ngata*

*Ko te wawata o Ngā Kākano hei pou i te Whare Matauranga*  
Ngā Kākano purposes to be a pillar in the house of education

School Values:

*Whakapono* (Faith), *Tumanako* (Hope), *Aroha* (Love), *Whakawhānaungatanga* (To be family), *Tuakana – Teina* (Sibling support), Experience, Exposure, Exploration and Excellence.

#### Mission:

To develop, equip and empower today's student for tomorrow.

**Develop:** Develop a student by realising the strengths of their character. Research shows that character traits identified as crucial to the success of students in their life journey are determination, self-control, zeal, social intelligence, gratitude, optimism, and curiosity. These align with both the Fruit of the Spirit (Biblical character traits) and our school values.

CHARACTER TRAIT	SCHOOL VALUE	BIBLICAL VALUE
Determination	Faith and hope <i>He moana pukepuke e ekengia e te waka</i> A rough sea will always be navigated	Long Suffering
Self-Control	Respect <i>Tuakana-Teina Relationships</i>	Self Control
Zeal	Excellence	Joy
Social Intelligence	Experience and Exposure	Peace, love, gentleness
Gratitude	<i>Whakawhānaungatanga</i>	Kindness
Optimism	Pursuit of Excellence,	Faithfulness

	hope	
Curiosity	Empowerment, exposure, exploration	Goodness

**Equip:** Equip a student with knowledge of Te Ao Maori and Te Ao Pakeha, human resources, capital resources, natural resources, confidence, and knowledge of their history, their value and future potential.

**Empower:** Empower a student by providing them with experience and exposure within controlled environments. Providing the student with a safe and secure environment, enabling them to explore their curiosity and develop their social intelligence.

Section 3 Question 1b.

### Whakatauki – Ethos:

*Tungia te ururua, kia tupu whakaritorito te tupu o te harekeke.*

Burn the undergrowth of the flax bush so new shoots may grow.

Interpretation: Clear old mindsets and habits to enable the new and good to grow vigorously.

### Level of Qualification Achieved

To have 85% of Yr 9 students passing NCEA L1, L2, or L3 by 2018.

### School Roll

Long Term: To have 200 students across NE – Yr 13 by 2018.

Mid Term: To have 140 students across NE - Yr 13 by 2015.

Long Term: To establish a satellite school in Waimate North, Northland by 2017.

Mid Term: Commence negotiations with Hapu Board in early 2016.

### Enterprise

Long Term: To establish a business incubator and business generator programme to launch successful student enterprises into the real business world by 2019.

Mid Term: Migrate two student businesses out of the YES programme and into the incubator by 2017.

Short Term: Maintain Top Ranking in West Auckland for Young Enterprise Scheme Business Programme.

### Community Engagement

Long Term: To increase voluntary parental support for Sports Academy, Māori Academy, and Business Academy by 2017.

Mid Term: To strengthen relationships between school and home by 2014. This will be measured by securing 80% whānau member attendance at whānau hui and student – parent meetings in 2014.

Long Term: To launch two joint initiatives with complementary community organisations (e.g. Westbridge Residential School, Te Whānau o Waipareira Trust).

Mid Term: Increase liaison with community involvement through mentoring services.

Section 3 Question 1c.

The advantages of our application is our 15year history educating the lower socio economic groups of Waitakere predominantly Māori and Pasifika students. We have a proven track record showing good results for the target groups. Our school structure has developed over the years in response to the way our students learn. Our target specialist areas within our school provide for a collaborative and focused learning pathway for our students resulting in school enjoyment, student inclusion, and student engagement. Over the years we have built a rapport with our community and families.

## 4 EDUCATIONAL PLAN

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### 4.1 EDUCATIONAL FOCUS

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#### 4.1.1 Objective:

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The Educational Plan is the heart of your application. It must show how each element serves to reflect the school's purpose and allows performance goals to be met.

The plan must describe the structure of your school and the experience that students will have there. It must also show how the school intends to evaluate the performance of both individual learners and the school as a whole.

Your target student population must be clearly identified and plans for engaging with the Government's priority groups and parents, family/whānau and community are clearly identified and achievable.

The school's learning environment and teaching practices will be designed to match the educational needs of the proposed student population and lead to success for the Government's priority groups. The school self review processes should be linked to, and reflective of, best practice and ensure ongoing development and improvement.

Reviewers will expect that the proposed approach to monitoring student progress and achievement will align with the school's stated purpose and goals.

#### 4.1.2 Questions:

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##### Part A - Proposed student population and educational need

1. Provide a profile of the student population you expect at your school e.g. year level, ethnicity, gender, roll numbers.
2. Provide detail on the following:
  - a) the relationship between the student population to be served and the intended geographic location of the school;
  - b) how the school will be able to provide improved outcomes for Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds when compared with current provision in the area served by the school;
  - c) describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement; and
  - d) how you propose to attract these students.

##### Part B - Curriculum

3. Describe
  - a) the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMOA) please explain why you chose this curriculum, explain how it aligns with the key elements of one of these documents and provide details of the curriculum by way of appendix; and
  - b) detail how your chosen curriculum will be delivered at each year level in your proposed school.
4. Set out the rationale for your chosen curriculum and demonstrate how it will meet the needs of the proposed student population, whilst having an ambitious approach to meeting those needs.

5. Set out clear plans for transition between phases of education and (if relevant) employment.

#### Part C - Learning environment and teaching

6. Describe your proposed instructional methods, including at a minimum:
  - a) any distinctive instructional approaches you propose to be employed;
  - b) how these methods will provide students with knowledge, proficiency and skills needed to perform at high levels; and
  - c) help produce the educational outcomes anticipated in the school's goals.
7. Explain how your description of the proposed school's Learning Environment, Teaching and Curriculum will support the engagement and achievement of Māori, Pasifika, students with special education needs and students from low socio-economic backgrounds.
8. Explain how the proposed school's Learning Environment, Teaching and Curriculum will address the specific needs and barriers identified above.
9. Outline the school's planned self review processes.

#### Part D. Student progress and achievement

10. State which qualifications will be offered by your school if it is a secondary or composite school.
11. Detail tests, measures, or other assessment and/or aromatawai tools that you propose to use explaining at a minimum:
  - a) how student progress and achievement will be measured, tracked and reported; and
  - b) how assessments and/or aromatawai will be used to tailor instruction to student needs and improve student outcomes.

### 4.1.3 Response:

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#### Section 4.1 Question 1

Ngā Kākano enrolls new entrant to Yr 13 students (age 5 yrs to 19 yrs) from low-socio economic groups, predominantly of Māori and Pasifika decent of both male and female genders.

#### Section 4.1 Question 2a

Our current student population travel from West and North Auckland wards including Henderson, Massey, Ranui, Kelston, New Lynn, Te Atatu and North Shore. We have a current roll of 75 students, with a predictive roll of 140 students by 2015 and 200 students by 2018.

#### Section 4.1 Question 2b

Ngā Kākano Kura has been providing improved outcomes for a small population in our area for the past 15 years. Our reason for applying for Partnership Schools Kura Hourua status is to be able to provide the same improved outcomes to more students.

Ngā Kākano Kura has an ethos to see value in every child and whānau no matter their background or make-up. Our school pushes for excellence from every student and accepts nothing less, it has been proven that once a student attains a goal at any level they are driven to attain at a greater level.

#### Section 4.1 Question 2c

Their educational needs include numeracy and literacy catch up programmes, Te Reo Māori and Māori Kawa, Pathway Education, One-on One Support; most importantly education on who they are, where they come from and what that means to them.

The challenges to learning faced by our newly enrolling students are:

- Behavioural problems
- Low attention span
- Low self-confidence and self-worth
- Lack of technological resources
- Failure in the state education system
- Solo parent households, often with minimal to no support at home
- Low academic level comparative to age
- High truancy
- Low research and enquiry skills
- Low interpersonal skills
- Low communication skills
- Fear of confiding in teaching staff and figures of authority
- Some students have difficulties submitting to female staff
- Alcohol and drug abuse
- Transport

Section 4.1 Question 2d

We are currently attracting students from the mentioned areas.

Section 4.1 Question 3a

Ngā Kākano will utilise both the New Zealand Curriculum and the Accelerated Christian Education (ACE).

The ACE Curriculum is approved by the New Zealand Vice-Chancellors' Committee; it aligns with the New Zealand Curriculum and is accepted by tertiary institutes in New Zealand.

Section 4.1 Question 3b

#### **Whakatauki - Ethos:**

*Ehara taku toa I te toa takitahi.*

*Engari, he toa takitini.*

Success is not the work of one, but the work of many.

#### **JUNIOR SCHOOL**

##### **YR 0 – YR 1**

The primary objective in the first year at school is to prepare each new entrant for numeracy, literacy and Te Reo Māori - establish a good foundation in basic learning skills. Basic work habits are developed to provide for the child's future learning.

##### **YR 2 – YR 4**

Students are taught Social Studies, Science, Physical Education, Mathematics English, Art Bible Study and Te Reo Māori.

#### **MIDDLE SCHOOL**

##### **Te Puna Mātauranga**

Students are taught Mathematics, Social Studies, Science, English, History, Business Studies, Te Reo Māori and Physical Education.

**YR 5 – YR 8**

Students are taught Mathematics, English, Science, Social Studies, Word Building, History, Te Reo Māori and Physical Education.

**SENIOR SCHOOL****YR 9 – YR 13**

Students have an option of learning through the ACE Curriculum or NCEA (which is provided through The Correspondence School). Students are also taught Physical Education and Enterprise Studies.

Senior students (Yr9 - 13) will have a choice of three streams to proceed in. The stream they choose will be in accordance with the student's strengths and career pathway. The streams will be Māori Academy, Sport Academy and Enterprise Academy. Timetables and subjects are attached as Appendix 1.

## Section 4.1 Question 4

## An Overview of the Ngā Kākano Education Programme

Ngā Kākano utilises the New Zealand Curriculum and the Accelerated Christian Education (ACE) Curriculum.

Both curricula are delivered using a combination of methods:

1. Self-paced learning using correspondence school and ACE materials combined with direct in-class supervision and support
2. Experiential learning
3. Direct class teaching
4. Tuakana – Teina / Cascade learning
5. Marae noho and wānanga
6. Overseas mission trips

## Section 4.1 Question 5

N/A

## Section 4.1 Question 6a

Key teaching practices of Ngā Kākano are:

- Our teachers, support staff and volunteers see every whānau as valuable; the shortcomings of our whānau are not used as measurements of their future success.
- Teachers operate as curriculum deliverers, motivators and inspirers.
- Specialists and experts are contracted to teach specialist subjects.
- Our tuakana – teina emphasis fosters co-creation of value. Students, teachers, staff and whānau community are seen as value-adding personnel and are utilised as co-creators of value. This fosters whānau ownership and commitment to create a positive school and learning environment.
- Our emphasis on whakawhānaungatanga fosters community involvement in school life, the classroom, and the career pathways of our students.
- Wānanga and noho marae.
- Overseas mission trip.

## Section 4.1 Question 6b

Our track record shows that students who enter Ngā Kākano at middle school and go on to gain their Yr 12 Certificate (or higher) go on to successfully enter tertiary education or find

stable employment. Their conduct is of a high standard and their communication skills are well developed.

The proposed curricula and their delivery methods enable students to work at their actual performance level. This careful matching has proven results. Students feel confident, proud and capable. Once students get into the habit of achieving excellence, their work ethics improve and their hunger for greater challenges increases.

Teachers serve as curriculum deliverers, but most importantly as motivators. Results show that when staff consistently maintain their vision, the student maintains their vision at the forefront, ensuring the student is more likely to complete work at home, behave while at school, participate in class and school activities, and strive for their goal with determination.

#### Section 4.1 Question 6c

<b>TEACHING PRACTICES</b>	<b>ASSESSMENT STRATEGY</b>	<b>HOW IT MEETS PERFORMANCE GOAL</b>
Whānau as valuable;	Strengths Quest evaluation  (Identify the strengths of students' character)	To strengthen relationships between school and home by 2014.
Teachers operate as curriculum deliverers, motivators and inspirers.	Career Pathway Assessment  PASS Assessment  ACE Diagnostic Tests	To have 70% of Yr9 students passing NCEA L1, L2, or L3 by 2018.  To establish a business incubator and business generator programme to launch successful student virtual businesses into the real world by 2019.
Specialists and Experts are contracted to teach specialist subjects.	E-ASTLE tests  Internal and External Examination results	To have 70% of Yr9 students passing NCEA L1, L2, or L3 by 2018.
Our tuakana – teina emphasis fosters co-creation of value.	Strengths Quest evaluation  PASS Assessment	To have 200 students across NE – Yr13 by 2017.
Our emphasis on whakawhānaungatanga fosters community Involvement.	Career Pathway Assessment (Getting the community involved in the future of our students)	To establish a satellite school in Waimate North by 2017.
Wānanga and Noho Marae.	Practical Assessment	To strengthen relationships between school and home by 2014.
Overseas Mission Trip	Practical Assessment	To strengthen relationships between school and home by 2014.



## Section 4.1 Question 7

Ngā Kākano serves a culturally mixed community and endeavours to nurture the natural talent of each student. The impact proposed is that students will live their lives purposefully fulfilling their calling and responsibility to God, themselves, their whānau, hapū, iwi and tupuna.

Rather than traditional classrooms, Ngā Kākano will implement the use of learning commons to foster curiosity and exploration. These learning commons will house a cluster of varied year levels and age groups. Teachers will work together within the cluster, fostering variety, interest and class enjoyment. There is an emphasis on group work and team activities. Ngā Kākano strongly encourages tuakana – teina relationships which in turn lends to whakawhānaungatanga.

The environment will be a mixture of one-on-one workshops, small group workshops, cluster workshops, high technology and traditional delivery methods - whichever best suits the learner.

At the end of the day Ngā Kākano serves the community, no matter what that looks like or how it behaves. Students feel like treasured taonga from God, with a purpose for their lives and a responsibility to God, themselves, their whānau and their tupuna.

## Section 4.1 Question 8

Our Learning Environment, Teaching and Curriculum have fostered belonging, inclusion and engagement, resulting in high achievement. Here are some of the things our students had to say.

*"At Ngā Kākano, I know I can achieve. There's a lot of help from everyone. Papa Te Rangī tells me, 'Yes, you can do it', I believe him and I can do it."*

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*"I love my school! It's awesome! For the first time ever, I'm in the rugby team and doing Kapa Haka. I never had that at my other schools."*

*"Winning those prizes at the YES\* Awards made me feel proud."*

*"At Kura, we have lots of fun".*

*\*YES - Young Enterprise Scheme*

At the recent Senior Leaders Camp, held between Jan 21 - 23, 2013, senior students gave these words to describe their thoughts about 'Ngā Kākano' -

*"Real. Unique. Christian. Grateful. Confidence-building. Forgiving. Talented. Safe. Friendly. Humble. Love. Sporting. Competition. Fun. Family. Ageless".*

## Section 4.1 Question 9

Ngā Kākano Kura's self-review process comprises of quarterly reviews with the Board of Trustees and Leadership Team,

The process reviews the following:

- The school's progress towards the strategic goals as set out above,
- The upholding of core-values by every department, staff and student,
- Current barriers to learning faced by staff and students
- Necessary remedies to be implemented

#### Section 4.1 Question 10

Ngā Kākano will utilise both the New Zealand Curriculum and the Accelerated Christian Education (ACE).

The ACE Curriculum is approved by the New Zealand Vice-Chancellors' Committee; it aligns with the New Zealand Curriculum and is accepted by tertiary institutes in New Zealand.

#### Section 4.1 Question 11a

Student goals are set between the teacher, parent and student at the enrolment date. Term reviews and progress cards are communicated to the student and parents at the end of each term, the card will outline the progress the student has made to date, identifying areas of strength and weaknesses. It will outline the remaining journey the student has before achieving his/her goals.

When necessary a family meeting will be called mid-term to map out a strategy for improved achievement. This strategy could include after school one on one homework sessions, and/or tailored delivery styles.

#### Section 4.1 Question 11b

Ngā Kākano Assessment strategies include:

##### E-ASTLE tests

- These tests are used to ascertain the academic level of a child choosing the NCEA curriculum

##### Strengths Quest evaluation

- This evaluation is used to ascertain the character strengths of a child
- It is used as a tool when forming student groups
- It is used as a tool when determining career pathways

##### ACE Diagnostic Tests

- These tests are used to ascertain the academic level of a child choosing the ACE curriculum

##### PASS Assessment

- This is used to measure students attitudes towards themselves as learners and their attitudes towards school

##### Internal and External Examination results (NCEA)

- Results are retrieved to ascertain the level of work completed at previous schools and whether or not the student successfully completed them

##### Career Pathway Assessment

- This is used to match the student's strengths with a career pathway
- This is used to develop goals with the student

##### Practical Assessment

- This tool is used to assess a student using practical real world activities.

## 4.2 SUPPORT FOR LEARNING

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### 4.2.1 Objective:

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To furnish the evaluators with details of your proposed vision and plans covering:

- management of engagement with parents, whānau and community in which the PSKH will operate;
- the type of culture that you will seek to establish and how this will be implemented;
- the development of your people and how they will be involved in the design of this; and
- provision of a safe learning environment for all students.

### 4.2.2 Questions:

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#### Part A – Parent / Family / Whānau / Community involvement

1. Describe how you propose your school will:
  - a) work with students, parents, families/whānau and community to promote high attendance levels, school-wide;
  - b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations;
  - 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; and
  - d) Communicate to parents/families/whānau and community informing on the school's yearly progress and achievements.

#### Part B – Community Participation

2. Describe the relationship the school intends to build with community agencies and organisations that serve students who attend the school.
3. Discuss 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.

#### Part C – School Organisation and Culture

4. Describe the principles of how the school will be organised and how this will support student learning.
5. Describe in sufficient detail your proposed school calendar, the daily hours of operation, the number of timetables, and the way the school day and year will be organised for instruction, assessment and/or aromatawai, independent study, professional development, parent-teacher conferences and extra or co-curricular activities.

#### Part D – Safe Learning Environment

6. Describe the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.
7. Describe 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 and any other applicable Acts).

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

8. 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;
  - b) the support and mentoring for any staff that are not registered teachers; and
  - c) how this will enable the school to meet the needs of priority students.

### 4.2.3 Response:

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#### Section 4.2 Question 1a

##### **Whakatauki - Ethos:**

*Nau te raurau, naku te raurau ka ora ai te iwi*

With my basket and your basket the tribe will live

Ngā Kākano has a current roll of 75 students, and a waiting list of 30 children. Our community has expressed a need for our service; this is shown by the continual increase in enrolments at Ngā Kākano since it began.

Over the past several years, support for Ngā Kākano from various individuals and community organisations has been acknowledged and documented.

Associate and current members of te whānau o Ngā Kākano (in excess of 100 people) have made submissions in support of Partnership Schools with the intention of Ngā Kākano to apply for a position in the proposed pilot programme.

#### Section 4.2 Question 1b

Ngā Kākano fosters family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations through assigning parent/whānau volunteers to senior business groups in areas where the parent/whānau has knowledge and/or interest, assigning parent/whānau volunteers to sports teams where the parent/whānau has knowledge and/or interest, or assigning parent/whānau support teams to activities in which the school is participating in such as Kapa Haka.

Ngā Kākano has operated for the past 15 years purely on parent/whānau support. Without such support Ngā Kākano Kura would not have achieved as much as it has been able to over the years.

#### Section 4.2 Question 1c

Parents and whānau are provided information regarding their child's education through the school prospectus, whānau hui, and teacher - parent meetings. Training is provided, for example through the ACE programme where whānau can be trained to assist in the classroom as an ACE Supervisor, Sport Waitakere who provide coaching and sport courses and hands on learning through the volunteer relationships as described above.

## Section 4.2 Question 1d

Ngā Kākano Kura communicates with our parents, whānau and community through school newsletters, student progress cards, social media, school website, local newspaper, and whānau hui.

## Section 4.2 Question 2

Associate and current members of te whānau o Ngā Kākano (in excess of 100 people) have made submissions in support of Partnership Schools and the intention of Ngā Kākano to apply for a position in the proposed pilot programme.

Community support has also been expressed by an overwhelming amount of donations. Some 99% of the furniture at Ngā Kākano, including technology has been donated from local organisations. Ngā Kākano has an astute reputation in the community and a positive relationship with all stakeholders. For example, computers were donated from Te Whānau o Waipareira Trust, office and classroom furniture was donated by the University of Auckland. We have received expert services from Unitec, monetary donations from Lystra Trust and Don Oliver Trust to support some of our initiatives. In addition, legal services from Davenport West Lawyers have been provided.

MPs Tracey Martin, Nanaia Mahuta and Tau Henare have visited Ngā Kākano and believe the services provided and results achieved at Ngā Kākano are invaluable to the community. All three Members of Parliament are surprised that Ministry of Education funding for Ngā Kākano is pending, given that our school serves the most at risk demographics within our community.

## Section 4.2 Question 3

<b>EDUCATION</b>		
	s 9(2)(b)(ii) OIA	
<b><u>PRIMARY AND SECONDARY SCHOOLS</u></b>		
Hoani Waititi Marae Te Kura Kaupapa Māori o Hoani Waititi		
Hato Petera College		
Hebron Christian College		
Kingsway School (formerly known as Kingsway Christian College)		
Mt Hobson Middle School		
Massey High School		
The Correspondence School		
Te Rumaki Reo o Ngā Puna o Waiorea - Western Springs College		
Christian Renewal School Christian Renewal Trust		
Tau te Arohanoa Akoranga		
<b><u>TERTIARY INSTITUTES</u></b>		
UNITEC Institute of Technology		

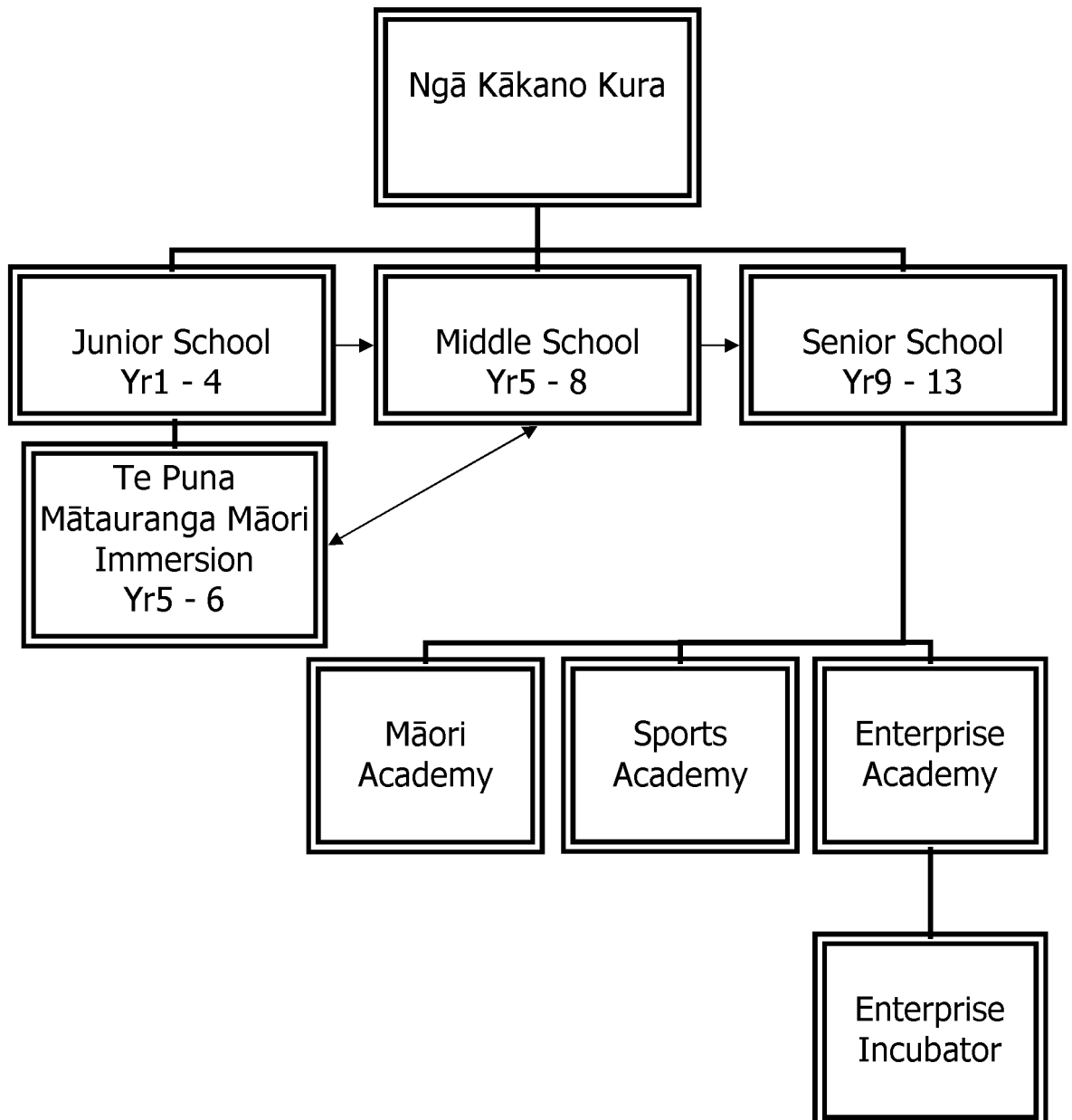
s 9(2)(b)(ii) OIA

Te Wānanga o Aotearoa	
University of Auckland	
<b>EDUCATIONAL SUPPORT SERVICES</b>	
NZ Association for Christian Schools	
Pacific Education Trust	
Auckland Primary Principals Association (APPA)	
National Libraries	
Waitakere Library	
The Young Enterprise Trust	
Southern Cross Education Enterprise	
New Zealand Qualifications Authority	
<b>BUSINESS COMMUNITY</b>	
Davenports West	
John Smit Chartered Accountant	
McLaren Guise Associates	
Waitemata District Health Board	
National Ngā Manu Kōrero - National Māori Speech Competitions	
Auckland Transport and Tourism	g
Project Studios	
FirstTec	
Western Leader	
<b>TRIBAL ORGANISATIONS</b>	
Te Runanga a Iwi o Ngāpuhi	
Ngāti Hine Trust	
Te Whiu Hapu Trust	
<b>CHURCH ORGANISATIONS</b>	
Ezekiel 33	
Te Whānau o Waipareira Trust	
Lystra Trust	
Don Oliver Trust	
Māori Womens Welfare League	
Mike Chunn - Play it Strange	
Henderson Rotary	
Community Waitakere Charitable Trust - Twin Streams	
Keep Waitakere Beautiful Trust	

SPORT ORGANISATIONS	
Waitakere City Rugby Club	
Waitakere City Athletics Club	
North Harbour Rugby Union	
Auckland Māori Rugby	
Auckland Rugby Union	
Netball Waitakere	
SPARC	
Tamaki-makau-rau Poitarawhiti - Netball	

## Section 4.2 Question 4

The school will be structured as follows



This targeted structure of learning focuses on the strengths of the students and aligns them with their career pathways. It also fosters high parent involvement in their child's educational journey.

#### Section 4.2 Question 5

Our school calendar will be aligned with the Ministry of Education school dates. Our hours of operation will be 8.45am - 3pm. We will have 7 timetables to cover the different areas of the school. As our curriculum is student driven, independent learning takes place throughout the day which aligns with our school values of exploration and exposure.

Professional development will be planned with each staff member at the beginning of their contract and timetabled throughout the year. The professional development timetables will be dependent on the type of development required and the provider.

Appraisals will be timetabled throughout the year. This schedule is currently being developed.

Whānau hui will take place throughout the year, parent meetings will be scheduled for the beginning of each term. Teacher - Parent meetings will be scheduled for the end of each term.

Assessments are conducted throughout the year and timetabled with NCEA exams and The Correspondence School assessments.

Attached are our department timetables as Appendix 1.

#### Section 4.2 Question 6

All behaviour is to reflect and uphold good Christian standards and principles. Untoward behaviour will result in discipline and may require restitution.

The aims of Ngā Kākano o te Kaihanga Kura is to focus on fostering Christian character and principles in the lives of students.

We believe that attention to dress and conduct is important in the development of self-discipline. Therefore students of this school are expected to abstain entirely from smoking, drug taking, drinking alcohol, or using indecent language, and to strive to maintain behaviour that is above reproach, avoiding all appearances of evil.

Students are expected to act in an orderly and respectful manner, maintaining Christian standards of courtesy, kindness and honesty. They are to show respect to those in authority over them, and respect towards other students and their property.

At no time is derogatory name calling permitted.

It is expected that students show respect towards the school facilities and equipment at all times. Any damage done is to be reported promptly. Where damage has been caused by obvious student carelessness, disobedience after due warning, or acting the fool, then the student (or parents) will be invoiced for the damage repairs.

Students are to participate fully in school activities and school culture.

Our discipline procedure is as follows:

#### **MINOR OFFENCES**

Behaviour can be modified through the following processes:



- (a) The child should be given a clear explanation of why the behaviour is unacceptable... they may not be aware of this.
- (b) Discipline can be administered by:
  - i. Redirecting children to other activities whenever the teacher feels this is appropriate.
  - ii. Withdrawing a child from play.
  - iii. Picking up litter around the grounds.
  - iv. Issue a detention when the misconduct is such that this is warranted, or with repeated offences.
- (c) Endeavour to see reconciliation between children in all disputes, with appropriate apologies and restitution if necessary.
- (d) Ensure they understand what is required of them in their future conduct.
- (e) When children misbehave toward others they should admit their fault and apologise and the hurt party should be able to verbally forgive them.
- (f) Where a detention is issued, parents are to be notified of the misconduct. A copy of the notice should be kept on file.

### **SERIOUS MISBEHAVIOUR**

Prayer shall be an integral part of conducting disciplinary measures for serious misbehaviour.

- In the first instance of serious misbehaviour (e.g. defiance, continual disobedience, gross misconduct, violence, dishonesty), the student will be referred to the Principal for disciplinary action. The student will be given a clear explanation of why such behaviour is unacceptable. At least one parent/caregiver will be informed in writing of the misbehaviour. Parents/caregivers may then discipline the child as they see fit. A meeting may be called at this time with the parents/caregivers to develop a strategy to help modify behavioural patterns.
- If there are further instances of serious misbehaviour, depending on the nature of the misdemeanour, either:
  - a) A verbal warning of being stood down will be given before a witness, and this will be recorded. At least one parent/caregiver will be informed of this verbal warning in writing;
  - b) A written warning of being stood down will be given, outlining the offences in writing. A copy of this written warning will be forwarded to at least one of the parents/caregivers;
  - c) The student will be stood down for a specified period of time (up to 3 days);
  - d) The student will be suspended for an unspecified period of time.

#### Section 4.2 Question 7

Ngā Kākano Kura has a Zero Tolerance Policy for Bullying, and Alcohol and Drug Consumption. Our ethos of whakawhānaungatanga and Tuakana - Teina exemplify the levels of hierarchy and substantiates our kaupapa of respecting one another and ourselves.

Ngā Kākano has established itself as a place of safety for students who have been bullied in mainstream, we have had no expulsion or exclusion due to alcohol and drug consumption and our teachers and students are able to work and learn in a positive environment.

Our Christian philosophy further supports our positive working environment.

#### Section 4.2 Question 8a

Ngā Kākano o te Kaihanga Trust Board of Trustees along with Ngā Kākano o te Kaihanga Kura Leadership Team sit with every employee of the Kura and Trust to set development goals for each individual and map out a plan for that year.

Once all parties have agreed on the plan the Leadership Team will produce a timetable for each training session which will either be delivered in-house or through external sources depending on the type of programme.

#### Section 4.2 Question 8b

Our whānaungatanga ethos encourages collaboration between all staff. Team leaders will be partnered with non-registered teachers to provide training in areas pertaining to requirements for registration.

Staff who have industry knowledge with no formal teaching qualification will be paid through a one year post graduate teaching diploma.

#### Section 4.2 Question 8c

Bringing together expertise from real world business people and trades people and equipping them with the tools to be able to effectively deliver the curriculum will provide students with a balance of theory and practical.

Teachers will be able to provide students with real life examples to back up theory, resulting in information being more easily processed by students. This increases student engagement and achievement.

## 5 BUSINESS PLAN

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### 5.1 Objective:

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In this section you need to demonstrate how your school will be managed, and students recruited, accommodated, and funded. You need to assure us that your school will be financially viable within the funding available and has the appropriate capability and capacity to establish and operate a publicly-funded school.

If your organisation is an existing independent school applying to become a PSKH you must show that it has a good track record of financial management and explain any existing issues which could impact on it becoming a PSKH. Please attach this information as an Appendix.

### 5.2 Questions:

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#### Part A – Governance, Management, and Administration

1. Describe your proposed structures and design rationale covering:
  - a) Governance;
  - b) Management;
  - c) Administration; and
  - d) Subcontract arrangements (if applicable).
2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.
3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

#### Part B – Planning and Establishment

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

#### Part C – Finance

5. Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.
6. Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.
7. Describe 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) What the nature of the relationship between the school and the funder will be.
8. Describe 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 as required to operate a PSKH.

#### Part D – Facilities

9. Describe your proposed facilities covering:
  - a) where you propose the school will be located when it opens;
  - b) the type of property arrangement and the terms of the tenancy (if applicable);
  - c) if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or
  - d) if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;
  - e) if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and
  - f) your financing plans for acquisition and renovation of a facility.
10. Describe 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.

#### Part E – Enrolment and School Marketing

##### Outreach to the community

11. Describe how the school and its program will:
  - a) be publicised throughout the community;
  - b) how the school will target parents/family/whānau who may not be engaged in their child's learning;
  - c) identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and
  - d) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

##### Future expansion and improvements

12. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

#### Part F– Other

13. Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

## 5.3 Response:

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Section 5 Question 1

Attached as Appendix 2

Section 5 Question 2

Ngā Kākano o te Kaihanga Trust has been the umbrella trust of Ngā Kākano o te Kaihanga Kura for the past 15years. The Board of Trustees for the Trust includes representatives from the school.

This model has worked well for both the Trust and the school and will remain as status quo.

#### Section 5 Question 3

The school Board of Trustees will have a teacher representative and a parent representative. Any major decisions will be taken to the whānau for rigorous discussion, however the final decision is made by the Board of Trustees.

#### Section 5 Question 4

Ngā Kākano Kura have held several whānau hui over the course of 2012 - 2013 regarding the board's decision to apply for Partnership Schools Kura Hourua. All whānau have given their support to this decision with an excess of 100 people making submissions in support of Partnership Schools Kura Hourua with the intention of Ngā Kākano Kura applying for a position.

Ngā Kākano Kura have made it abundantly clear to our wider community of our intention with the leadership team communicating this at Māori Women's Welfare League (MWWL) regional hui, Te Runanga a Iwi o Ngapuhi hui, and whānau hui across Auckland. We have had positive responses at each event.

Our Kura also spoke about our intention to apply for Partnership Schools on the Sunday, April 7 episode of Marae Investigates.

Ngā Kākano Kura will make a seamless transition to Partnership Schools in 2014.

#### Section 5 Question 5

Please find attached our Finance Management Policy as Appendix 3.

#### Section 5 Question 6

Please find attached as Appendix 4.

#### Section 5 Question 7

N/A

#### Section 5 Question 8a

- Cheque facility will be amended to three to sign;
- Monthly budget reports will be received from each department.
- The administrator will collate department budgets and present overall to the Board of Trustees at the end of every month;
- All accounts are delivered through McLaren Guise Associates via Banklink for coding;
- All accounts are audited by McLaren Guise Associates at the end of each financial year (31 March)

#### Section 5 Question 8b

McLaren Guise Associates and Banklink provide financial management and accounting. Fundraising and development are the responsibility of the Leadership Team.

Ngā Kākano's accounts have been audited annually since 1998. All monetary donations and grants awarded to Ngā Kākano in the past 15 years have been included in the accounts for audit.

#### Section 5 Question 8c

The types and levels of insurances we will require are as follows:

##### Management Liability insurance

- Management Liability
- Employment Disputes
- Professional Liability
- Public Liability
- Statutory Liability
- Employers Liability
- Fidelity Guarantee
- Legal Expenses

##### Buildings & Property

- Full Replacement

Our insurance will be sourced through Crombie Lockwood who specialise in education insurance including school insurance, teachers insurance and principal's insurance.

Their Tomorrow's Schools insurance programme has been developed continuously since 1991 to ensure that the policies, terms and support services effectively address the issues that schools and boards of trustees face.

#### Section 5 Question 9

At start-up, our present facilities have the capacity to enrol up to 110 students. Once we reach 140 students in 2015, Ngā Kākano will move into purpose built facilities.

Discussions are underway with private investors, philanthropists and the Ministry of Education for the purchase of land procurement to construct purpose built school buildings.

#### Section 5 Question 10

All buildings will be maintained to ensure provision of Council BWoF. The school caretaker will perform maintenance of buildings ensuring all assets and facilities pass all inspections. Where necessary the school administrator will manage contractors for specialist maintenance tasks such as fire equipment and air conditioning units.

All buildings will comply with Ministry of Education standards and will be assessed at the end of each year.

All assets will be owned by the Trust and a registry kept by our accountants.

#### Section 5 Question 11a

Our promotional efforts to secure parental support and student enrolments will include:

- Engaging Marae within our area
- Aligning skill sets within our current parent community with activities within Ngā Kākano
- Word-of-mouth communications to associate and current Ngā Kākano whānau networks

- Maintaining referrals from Child Youth and Family Services
- Maintaining referrals Ministry of Education and local state schools such as Massey High School.

#### Section 5 Question 11b

Although Ngā Kākano has predominantly good whānau involvement over various activities and programmes within the school. The kura targets non-engaged whānau through:

- Home calls
- Home visits
- Involving whānau as mentors/volunteers in various activities they have knowledge or experience in

#### Section 5 Question 11c

Ngā Kākano have built a substantial network over the years with many of our whānau getting involved in programmes provided through Te Whānau o Waipareira, Netball Waitakere, Te Whare Wānanga o Awanuiārangi, Southern Cross Education Enterprise, North Harbour Rugby Union, and The Young Enterprise Trust.

#### Section 5 Question 11d

Ngā Kākano Kura have held several whānau hui over the course of 2012 - 2013 regarding the board's decision to apply for Partnership Schools Kura Hourua. All whānau have given their support to this decision with an excess of 100 members making submissions in support of Partnership Schools Kura Hourua with the intention of Ngā Kākano Kura applying for a position.

Ngā Kākano Kura have made it abundantly clear to our wider community of our intention with the leadership team communicating this at Māori Women's Welfare League (MWWL)MWWL regional hui, Te Runanga a Iwi o Ngapuhi hui, and whānau hui across Auckland. We had positive responses at each event.

Our kura also spoke about our intention to apply for Partnership Schools on the Sunday, April 7 episode of Marae Investigates.

Ngā Kākano Kura will make a seamless transition to Partnership Schools in 2014.

#### Section 5 Question 12

Attached as Appendix 5.

#### Section 5 Question 13

Ngā Kākano will not provide non-property facilities.

## 6 OPERATIONS PLAN

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### 6.1 Student Policies and Procedures

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#### 6.1.1 Objective:

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To provide the evaluators with details that demonstrate your organisation's capability to operate a PSKH; and to show that your enrolment policy commits to a fair and transparent enrolment process which aligns with the stated purpose and goals of the school and ensures the requirements of the Bill are met.

The timeline for registering and enrolling students must allow all students in the target population fair and reasonable opportunity to submit an enrolment application.

#### 6.1.2 Questions:

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##### Part A - Timeline for registering and enrolling

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

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

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

##### Part C – Grievance Process

3. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

#### 6.1.3 Response:

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##### Section 6 Question 1

Ngā Kākano has a policy to enrol every student who walks through the doors where there is capacity for that student.

For 15 years, Ngā Kākano has operated successfully in transforming the life opportunities for a limited number of students who would normally achieve little in the traditional state school system.

Our Enrolment Procedure is straightforward as follows:

1. School is contacted about possible enrolment.
2. A pack is forwarded which will include a copy of the Prospectus, Application Forms, and other relevant information.
3. Parents and all children over 13 years old should read the Prospectus.
4. If desired, a visit to the school can be arranged by phoning the School Receptionist between 9.00 a.m. - 3.00 p.m., Monday to Friday.



5. Application forms can then be filled out. A separate Application Form is required for each student.
6. When all necessary forms have been received, they will be checked by staff, representatives of Ngā Kākano o te Kaihanga Trust, and by representatives of the School Leadership Team.
7. An interview will be arranged with the applicants, both parents if possible, the Principal
8. All parents will be notified either by word or by letter of the outcome of their application.
9. Full school uniform and stationery must be produced before the student can commence schooling.

#### Section 6 Question 2

Ngā Kākano Kura recognises its responsibility to be proactive with regard to behavioural matters that may lead to stand down, suspension, exclusion and expulsion.

If the principal (or his/her delegated authority) decides that the student's actions come within the criteria of Section 14(1) of the Education Act 1989 and after consideration of other circumstances, it may be deemed necessary to invoke procedures of stand-down, suspension, exclusion or expulsion.

The procedure is as follows:

The Board of Trustees Disciplinary committee Chairperson will run the hearings and in his/her absence an acting Chair will run the hearing. A committee would usually include the chairperson of the Disciplinary Committee and one other Board of Trustees member.

1. The Disciplinary committee is delegated the full powers of the Board for all matters of student discipline.
2. The Deputy Principal/s has full power to act in the absence of the Principal.
3. Before the start of the meeting trustees must meet to determine if there are any conflicts of interest.
4. All meetings of the Disciplinary Committee will be held "in committee".
5. All relevant evidence must be gathered in written form as impartially as possible. Names, dates and times are important.
6. Parents/caregivers must be informed as soon as possible that a stand-down/suspension may have to be considered. If parents/caregivers are not available it may be important to have a student advocate e.g: Guidance Counselor, Dean or older sibling.
7. Careful consideration of all information must precede a decision to remove the student from school.
8. Students rights must be met at all times – full information must be provided to the student and the family.
9. Having decided to remove the student, adequate supervision and care must be given until the student is delivered to a parent or caregiver. Students must not be sent home alone without parent consent.
10. A face to face discussion and explanation of the circumstances should be given to the parent/caregiver at the time that the student is given over to their care should parents collect the student.

11. A written summary report provided by the Deputy Principal and details of meeting times and any other relevant information must be provided with as soon as possible.
12. On-going guidance and counseling must be available to the student, and to parents/caregivers, throughout the period leading up to the meeting. Deputy Principal to refer for guidance upon decision being made. The procedures and their implications must be fully understood. Appropriate processes must be put in place in consultation with the family. Consideration should be given to culture, religion, language, family history, other helping agencies, race, gender and so on. Student safety should be a guiding principle.
13. The stand down/suspension process is to be transparent.

### Section 6 Question 3

If parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school a letter must be submitted to the Chair of the Board of Trustees. The Chairperson will be responsible for referring your complaint to the Board of Trustees, which will investigate and respond to your complaint.

The written complaint should be as concise as possible and address specifically the issue or issues that are of concern. Written acknowledgement of your letter will be given within 10 working days. This will confirm that your letter has been received, and:

- provide a response to the issue(s) you raised;  
or
- state that your complaint is being fully investigated and indicate when you can expect a response to be issued (normally a maximum of 25 working days from the date on which your written complaint was received).

The investigation may require the whānau to meet the Board of Trustees and due notification will be given of such meetings.

## 6.2 Personnel

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### 6.2.1 Objective:

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To provide the evaluators with details of:

- the Applicant's key personnel and/or Partners who will collectively be accountable for the delivery of the outcomes; and
- proposed resources, skills, qualifications and systems that will be used to manage the human resource component of the school.

### 6.2.2 Questions:

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#### Part A - Key leadership roles

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.
2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

#### Part B - Qualifications of school staff

3. Indicate the number or percentage of teaching positions that you propose must be filled by registered teachers or holders of a Limited Authority to Teach (LAT).
4. Describe the employment process 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.

#### Part C - Staffing Plan

5. Provide your proposed staffing plan describing the anticipated number of staff members, their positions, and the optimal student: teacher ratio.

#### Part D – Employment Policies

6. Describe policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing. Attach applicable policies as an appendix to your application.

#### Part E - Volunteers and contractors

7. If you propose to use volunteers and/or contractors, describe:
  - a) the possible roles;
  - b) how volunteers and/or contractors will be organised to accomplish the school's mission and goals; and
  - c) how they will be identified, vetted and trained.

#### Part F - Performance Management and Appraisal

8. Describe how your teaching practices will be assessed, including appraisal processes.

### 6.2.3 Response:

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## Section 6.2 Question 1

POSITION - ROLE	NAME	QUALIFICATION
Planning and Strategy Board of Trustees Member	[REDACTED]	C.V. Attached
Accounting and Finance Board of Trustees Member	To Be Recruited as current holder will move to new role in 2014	Job Description Attached
Chairman of the Board	To Be Recruited as current holder will move to new role in 2014	Job Description Attached
Secretary of the Board	[REDACTED]	C.V. Attached
School Principal and Member of the Board	Te Rangi Allen	C.V. Attached
Deputy Principal	Veronica Allen	C.V. Attached
HoD School for Enterprise	[REDACTED]	C.V. Attached
HoD Māori Tikanga	To Be Recruited	Job Description Attached
HoD Sport Academy	[REDACTED]	C.V. Attached

C.Vs and Job Descriptions attached as Appendix 6. [s 9\(2\)\(a\) OIA](#)

## Section 6.2 Question 2

The standards that will be used in hiring teachers, administrators, and other school staff are as follows.

- They must have at least three years professional background in the job they are applying for. (Non-teaching)
- They must have suitable qualifications for the job applied for.
- They must have experience in Christian education and working with Māori students, as well as evidence of recent successes with educating Māori.
- They must have at least five years teaching experience.
- They must show active Christian commitment.
- Have strong recommendations.
- Show strength in innovation, initiative, leadership, team work, collaboration, exploration and motivation.
- They must be able to actively participate in extra curricular activities in order to form relationships and trust with the students.

By using these standards, we can ensure the calibre of staff is high, there is a passion for our targeted students, they have the tools required for the job, are going to add value to the organisation.

STANDARD SOUGHT	ALIGNMENT WITH VISION AND GOALS
They must have at least three years professional background in the job they are applying for. (Non-teaching)	Experience in the job applied for. Ability to slot into the position and provide feedback on improved systems, procedures and processes.
They must have suitable qualifications for the job applied for.	Knowledge in the field they are applying for. Ability to provide feedback on improved systems, procedures and processes for a more efficient running of the organisation.
They must have experience in Christian education and/or working with Māori students, as well as evidence of recent	Evidence of previous successes and whether the applicant can add value to the organisation. Ability to provide input into

successes with educating Māori.	educational methods, delivery methods and various approaches. Ability to improve systems for the betterment of the student.
They must have at least five years teaching experience.	Knowledge of what is required as an educator. Ability to provide input into educational methods, delivery methods and various approaches. Ability to improve systems for the betterment of the student.
They must show active Christian commitment.	Applicant must be aligned with the core value of the organisation and be on the same page so as to progress forward together to attain the organisation objectives.
Have strong recommendations.	Prove the applicants value to the organisation.
Show strength in innovation, initiative, leadership, team work, collaboration, exploration and motivation.	Ability to input to improve systems, procedures and processes for a more efficient running of the organisation, as well as educational methods, delivery methods and various approaches. Ability to improve systems for the betterment of the student.
They must be able to actively participate in extra curricular activities in order to form relationships and trust with the students.	Building a professional relationship with the students, helps to remove barriers to learning for the student, as well as giving staff another perspective of a child who may be playing up in the classroom. Trust relationships are crucial for the achievement of the student and provides support to educational delivery methods.

### Section 6.2 Question 3

The percentage of teaching positions to be held by registered teachers of LAT are 80%

### Section 6.2 Question 4

#### **ADVERTISING & SELECTION & APPOINTMENT**

- a) Staffing levels will be set by the Board in the August budget for the following year.
- b) Advertising for new staff will be undertaken as soon as the requirements are known. The Principal, in consultation with senior staff, will advertise for staff in local and national educational journals and local media.

#### **SELECTION**

- a) The school is committed to selecting the most suitable person for each position. Factors to be considered would be
  - i) Qualifications
  - ii) Christian education experiences
  - iii) Training
  - iv) Teaching experience
  - v) Christian commitment
  - vi) Recommendations from others
  - iv) Strengths
- b) All candidates will be police vetted.
- c) The Principal will peruse all applications and shortlist candidates for interviews
- d) Interview panels will be made up of the Principal, and one senior teacher from the school department in which the successful applicant will be placed. Interviews for Senior positions will involve the Board Chairman or another Board member. Interviews for a new Principal will

involve the Chairman and Deputy Chairman of the School Board and an invited adviser such as a neighbouring Christian school principal.

- e) The successful applicant will be chosen by the panel after referees have been consulted to confirm applicants' qualifications, experience, ability, etc.
- f) The Principal will recommend the appointment of the chosen person to School Board members by email for final approval.
- c) In the event a suitable person cannot be found, the position should be re-advertised and if necessary, a reliever employed until the position can be permanently filled.

#### **APPOINTMENT**

- a) The Principal will inform the successful applicant in writing that his/her application has been successful conditional on an employment agreement being signed. The agreement will include:
  - i) Personal qualifications and salary step
  - ii) Teacher Registration Board registration status
  - iii) Accountability roadmap
  - iv) Job Description
    - (a) Personal teaching responsibilities
    - (b) Team responsibilities
    - (c) School responsibilities
  - v) Fulltime Equivalency status
  - vi) Annual salary or hourly rate
- b) Sick leave entitlement
- c) The School Board will be informed of this action.
- d) The new staff member's profile and photo will be published in the School Newsletter.

#### **INITIATION**

- a) A Teacher Handbook will be given to all new appointments. The new staff member will be required to comply with all school requirements.
- b) The Principal will introduce the new staff member to school staff, Board members and the parent body.
- c) The Principal and new staff member will discuss & initiate training requirements. A Senior Teacher will supervise the new staff member and will give regular reports to the Principal during the induction period.
- d) In the case of a first or second year beginning teacher, a mentor teacher will be assigned to supervise and mentor the new staff member until full registration is gained.

#### **PROFESSIONAL TRAINING**

- e) An on-going Professional Training programme will be developed by the Principal and Senior staff to train and up skill all staff members in :
  - f) Christian education
  - g) Teaching/technology skills
  - h) Subject content & delivery
  - i) Pupil management & pastoral care
  - j) Safety in the workplace,
  - k) ICT etc.
  - l) Six Teacher-only-Days will be set up for Christian input, NZACS conferences, curriculum development, scheme writing, etc.
- m) Money will be set aside in the yearly budget for professional development.

#### **SUPERVISION AND APPRAISAL**

- n) Each teacher, particularly beginning teachers, will be supervised by a Senior Teacher and appraised by that teacher or the Principal according to the appraisal review cycle.
- o) A written appraisal report will be given to the teacher after each appraisal session. After discussion, the report can be modified after which a copy is given to the appraisee and a copy is kept in the staff member's confidential folder in the Principal's office.
- p) Appraisal documents can be used with the appraisee's consent for professional purposes such as gaining teacher registration.
- q) Staff are expected to act on recommendations given in the appraisal document.

#### **COMPETENCY**

- r) Staff causing professional concern will undergo a Competency Assessment undertaken by a Senior Teacher, the Principal or a person appointed by the Principal and/or School Board. (e.g. HOD of another school)
- s) Recommendations will be given in writing and the employee must take steps to ensure that these recommendations have been addressed within a given time period.
- t) A second review will be carried out after the given time period and if the requirements are not observed, dismissal procedures will be undertaken.

#### Section 6.2 Question 5

Please find attached as Appendix 7.

#### Section 6.2 Question 6

We are currently developing our policies on Salary and Benefit Plans. They will be developed in accordance with Ministry of Education Teachers' pay, allowances and qualifications guidelines, Principals pay and allowances guidelines and Support Staff in Schools Collective Agreement.

We are currently developing our policies on Hiring and Dismissal. They will be developed in accordance with Ministry of Business, Innovation and Employment guidelines.

#### Section 6.2 Question 7a

All volunteers will be from within the whānau and brought on as support staff to the various activities in the school, e.g. little league touch manager.

Whānau volunteers will assist the Ngā Kākano in achieving its goal of whānau and community participation and engagement with their child's learning.

All volunteers will be police vetted through the Licencing & Vetting Service Centre, Police National Headquarters. Ngā Kākano will train all volunteers through a mixture of on-the-job training as well as using external organisation, e.g. Sport Waitakere Coaching Course.

#### Section 6.2 Question 8

Teaching practices will be reviewed and reflected at the end of each term. On-line student reviews will be held in the middle of the year and at the end of each year, the data collected from these reviews will be used to support the assessment of the effectiveness of the teaching practices from the student perspective. Self assessments will be conducted by the teacher to review his/her teaching practices.

The teacher appraisal process will have open-to-learning conversations at the heart of it. This is where trust is built in order to improve teaching and learning. Learning conversations are made with teachers, students, parents and leadership to build trust within each group. This has proven results to Improved academic outcomes, Higher likelihood of positive social outcomes, Positive attitude to innovation and risk, More outreach to parents, Enhanced professional community.

We are currently updating our Appraisal Policy to include student review. Our current policy is attached as Appendix 8.





## 6.3 Legislative and Health & Safety

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### 6.3.1 Objective:

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To ensure that the PSKH you are proposing meets all of the legislative and occupational health and safety requirements.

### 6.3.2 Questions:

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#### Part A – Health and Safety

1. Detail how the school proposes to meet and maintain the required health and safety standards.
2. Describe your proposed actions to ensure the safety of students and staff at all times.

#### Part B – Records and Information Management

3. Describe your proposed systems for:
  - a) recording enrolment, attendance and achievement; and
  - b) maintaining school records to provide any information required by the Government.

### 6.3.3 Response:

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#### Section 6.3 Question 1

Ngā Kākano Kura will meet and maintain the required health and safety standards by:

- Ensuring the board is committed to comply with relevant health and safety legislation;
- Board of Trustees, principal and Staff are responsible for health and safety;
- Staff are delegated health and safety coordination roles;
- Support is provided for all staff on health and safety procedures;
- The school maintains accurate reporting and recording;
- Accident severities and frequencies are reported to the Board of Trustees;
- Serious harm injuries are reported to OSH and the Ministry of Education;
- Continuous improvement and encouragement of best practice in health and safety management;
- School is committed to support the safe and early return to work of injured employees where ever possible;

#### Section 6.3 Question 2

To ensure the safety of staff and students the school will adhere to all commitments under the Health and Safety Act 2002. In addition to this the school will perform student inductions, student representation and participation in management of health and safety in school, having health and safety information available, school signage to inform of dangers or designated areas. Incidents and accidents register.

Most importantly the culture of the Kura and our emphasis on whakawhānaungatanga and Tuakana - Teina ensures that staff and students are protected at all times.

#### Section 6.3 Question 3a

On enrolment the parents must supply an enrolment form, copy of birth certificate or passport, and any records from previous schools. This information is kept in secure filing systems and will be retained by the school for a minimum of 7 years. Information is not given to third parties without consent from the parents or caregivers.

Attendance records are kept using Register of Attendance either in electronic or paper format. These records are kept for Ministry of Education Resource Audit purposes.

Achievement records are kept using the NZQA online school register as well as maintaining records supplied by Te Kura - The Correspondence School.

#### Section 6.3 Question 3b

School records are kept for each student in secure filing systems or electronic storage facilities for a minimum of 7 years. All files are backed up to several external sources including external hard drive, cloud storage and filing systems.

## 7 Acceptance of Draft Agreement

The Crown's commercial position is reflected in the draft Partnership Schools | Kura Hourua Key Agreement Terms and Principles attached as Schedule 1 to this RFA (the **Draft Agreement**).

The Draft Agreement is indicative of the clauses to be included in, and the structure of, the final Contract. However, the clauses in the Draft Agreement are not necessarily in their final form although they do give an indication of the Crown's commercial position in relation to each clause. The Draft Agreement also notes that there are some final positions that may need to be reflected in the final Contract that are still under consideration.

Clause 1 of the Draft Agreement provides an introductory 'road map' summary of the Draft Agreement to assist in understanding how the Draft Agreement is structured.

The Crown may amend or add to the terms in the Draft Agreement prior to execution as the terms of the Draft Agreement are refined or to include necessary detail from the Sponsor's proposal. The population of the Schedules is one key area of the Draft Agreement that will need to be completed as a result of the Sponsor's proposal. This will occur during the contract negotiation phase if an Applicant is invited to enter into commercial negotiations with the Crown.

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 require 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

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.

## 8 Assumptions, Risks and Caveats

**Requirement:** Please provide a table that lists ALL noted assumptions, risks and caveats made throughout your proposal.

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

## 9 Applicant Declaration

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

Declaration		
Topic	Requirement	Applicant's declaration
<b>RFA response:</b>	The Applicant has prepared this application independently to operate a PSKH. <b>OR</b> jointly with [insert name of Applicant#2] <b>OR</b> in consortium with [insert names of consortium Applicants]	<b>agree / disagree</b>
<b>RFA terms:</b>	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.	<b>agree / disagree</b>
<b>Collection of further information:</b>	The Applicant authorises the evaluators to: <ul style="list-style-type: none"> <li>a. collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</li> <li>b. to use such information in the evaluation of the Applicant's Application.</li> </ul>	<b>agree / disagree</b>
<b>Objectives and Requirements:</b>	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in part one and two of this RFA.  The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a PSKH and will be available to operate their PSKH throughout the proposed contract period.	<b>agree / disagree</b>
<b>Contract terms and conditions:</b>	The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in our proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 7 of this Part Two of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	<b>agree / disagree</b>
<b>Conflict of interest:</b>	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a PSKH. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	<b>agree / disagree</b>
<b>Ethics:</b>	The Applicant warrants that in submitting this Application it has not: <ul style="list-style-type: none"> <li>a. entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</li> </ul>	<b>agree / disagree</b>

	<p>b. directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>c. has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	
<b>Offer validity period:</b>	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	
<b>Applicant interview</b>	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.	<b>agree / disagree</b>
<b>Declaration:</b>	<p>The Applicant declares that in preparing this Application it:</p> <p>a. has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>b. has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Minister then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	<b>agree / disagree</b>
<p><b>DECLARATION</b></p> <p><b>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.</b></p> <p><b>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</b></p>		
<b>Signature:</b>		
<b>Full name:</b>		
<b>Title / position:</b>		
<b>Date:</b>		

## 10 Applicant Check List

A check list is included below, for your reference only.

Action Required	Done	
1. Submit the Intent to Respond Notification (Application Section 1) to <a href="mailto:applications@partnershipschools.education.nz">applications@partnershipschools.education.nz</a> by 5:00 PM Friday 22 <sup>nd</sup> March 2013		
2. Submit all questions requiring clarification (if required) by 5:00pm, Friday 5 <sup>th</sup> April 2013		
3. Complete all required sections of the application.		
4. Nominate and provide details on 3 suitable referees		
5. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 16 <sup>th</sup> April 2013		
	<b>Seven</b> paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	<b>One</b> paper copy of the Excel spread sheet containing your commercial information/financial details	
	<b>One</b> CD Rom or memory stick containing an electronic copy of each of the sections of your response	
	Applicant declaration of compliance	