

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

Part Two - Application Form

Submitted By:

Ngā Kākano o te Kaihanga Trust

Ngā Kākano o te Kaihanga Kura Hourua

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Introduction

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

NOTE:

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

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

1 Applicant Contact Details

i. Contact person for this Application

Contact person:	ontact person: Arohanui Vause				
Position:	Board Member				
Phone number:	s 9(2)(a) OIA				
Mobile number:					
Email address:					
Is the contact person auth	Yes		No		

ii. Sponsor Organisation

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

Full legal name:	Ngā Kākano o te Kaihanga Trust
Trading name: (if different)	if applicable
Name of parent organisation:	if applicable
Physical address:	22-24 Waipareira Ave, Henderson, Auckland
Postal address:	PO Box 104-136, Lincoln North, Waitakere
Website:	
Location of head office:	Waitakere City
Type of entity (legal status):	Charitable Trust
Registered Charity	Yes
Charity (or) Company registration #:	CC45737

Country of residence: NZ		Other
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iii. Referees

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

Referee #1					
Name of organisation:					
Name of referee:					
Telephone:					
Email:					
Relationship:					
When:	2002				
		s 9(2)(a) OIA			
Referee #2					
Name of organisation:					
Name of referee:					
Telephone:					
Email:					
Relationship:					
When:	2000				

Referee #3	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	2008

2 Applicant Profile

i. Applicant Organisation

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

Response

No

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

Response

The sponsor organisation will run the school.

ii. Overview of Applicant's organisation

Type of organisation:	Ngā Kākano o te Kaihanga Trust has successfully run and operated Ngā Kākano Christian Reo Rua Kura a Private school in West Auckland for 17 years. The Trust specialises in delivering targeted and responsive education, delivering high achievement results for its priority target students.				
Year established:	1997				
History:	For 17 years, Ngā Kākano Trust has successfully operated in transforming the life opportunities of more than 300 students (https://enrol.minedu.govt.nz/), who would normally achieve little in the traditional state school system. Ngā Kākano o te Kaihanga Trust has specific objects to:				
	Nurture and educate students in the ways of God within a bilingual and bicultural environment with Jesus Christ as the chief cornerstone.				
	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.				
	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.			
	 Affirm all students' self-respect, self-esteem, and self- worth within the supportive environment that promotes belief in Christian values. 			
	 Provide sustenance and the means for obtaining sustenance, to people involved with the organisation 			
	 Express and promote Māori Christian philosophy based on Te Paipera Tapu (the Bible). 			
	 Promote multicultural relations with those from the whānau and wider community to become an integral part of the community. 			
	 Develop networks with other organisations to promote and enhance whānau and lifestyle in a positive manner. 			
Summary of experience relevant to your application to operate a Partnership Kura:	Ngā Kākano o te Kaihanga Trust has successfully met the objectives of the trust since its inception in 1997. The Trust seeks continuous improvement and betterment of its operations and staff through the provision of quality directorship from the Board of Trustees. Ngā Kākano o te Kaihanga Trust has developed integral partnerships within the West Auckland area, as well as establishing strong relationships within the community of Waitakere. The trust places great emphasis on ensuring Quality Management Systems are in place, reviewed and adapted accordingly, this is in-part achieved through the employment of teaching staff with over 20 years' experience achieving excellence in education.			
Total number of staff in NZ:	6			
Number of locations in NZ:	1			
Overseas locations:	N/A			

iii. Current business commitments

Business activities:

Other Contracts with government	Nil			
iv. Probity				
List any pending claims against the organisation:	Nil			
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	Nil			
v. Proposed Sul	bcontractors ust indicate and provide details below if they intend any person or			
	n employee, to sub-contract on any part of the application			
Sub-contractor #1	N/A			
Sub-contractor name:				
Address:				
Specialisation:				
Describe the deliverables the subcontractor will be responsible for:				
Sub-contractor #2	Sub-contractor #2			
Sub-contractor name:				
Address:				

Specialisation:	
Describe the deliverables the subcontractor will be responsible for:	

Copy and add more Tables as required

Financial Information vi.

Current financial status:	The newly appointed Board of Trustees has the expertise and experience in law, finance and business to ensure a sustainable future.					
Gross revenue:						
Net profit (surplus) and Net Assets:						s 9(2)(b)(ii) OIA
Last audited financial accounts:	ntly being	g audited)				
Copy of latest audited accounts attached?		Yes		No		
Copy of latest annual report attached?		Yes		No		
Is organisation in dispute with any trade union?		Yes		No		

3 School Overview

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

i. School Location

Enter the address / location of your proposed Partnership Kura.	Waitakere
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	No

ii. Year Groups

New Entrant	Year 5	Year 10
Year 1	Year 6	Year 11
Year 2	Year 7	Year 12
Year 3	Year 8	Year 13
Year 4	Year 9	

iii. Priority Learner Groups

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

Māori (Children from low socio economic backgrounds)	Pasifika	Children from low socio economic backgrounds	Children with special education needs
110			

iv. School Roll

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

Note

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

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll
1	10	8	-20%	10	25%	12	20%	13
2	10	10	0%	10	0%	15	50%	19
3	15	11	-27%	12	9%	14	17%	18
4	11	13	18%	13	0%	16	23%	18
5	10	10	0%	15	50%	17	13%	19
6	7	12	71%	12	0%	18	50%	19
7	10	12	20%	14	17%	16	14%	19
8	10	12	20%	14	17%	18	29%	19
9	8	12	50%	14	17%	18	29%	19
10	8	12	50%	14	17%	18	29%	19
11	8	10	25%	14	40%	18	29%	19
12	6	10	67%	12	20%	18	50%	19
13+	7	8	14%	12	50%	16	33%	20
Other [list]			0%		0%		0%	
Total	120	140	17%	166	19%	214	29%	240

4 Executive Summary

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

Note

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

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

Response

'Māori Excelling as Māori'

Ngā Kākano o te Kaihanga Trust has operated a Christian Māori private school in Waitakere for 17 years. The trust has identified an opportunity to expand its services and offer the pedagogical leadership its private school, Ngā Kākano Christian Reo Rua Kura, has been able to offer to a larger portion of the community.

Pedagogical leadership practices resulting in high achievement rates for target priority students at Ngā Kākano Christian Reo Rua Kura (Private School), will be implemented by Ngā Kākano o te Kaihanga Trust in the establishment of Ngā Kākano o te Kaihanga Kura Hourua. Such pedagogical practices have been hailed by Ministry of Education officials as the forerunner in the implementation of the *Ka Hikitia* strategy.

Ngā Kākano o te Kaihanga Kura Hourua has a purpose to develop the full God given potential within each and every student, allowing them to excel and be successful as Māori; knowing who they are and where they belong.

In achieving our mission of 'Māori Excelling as Māori,' in 5 – 10 years' time Ngā Kākano o te Kaihanga Kura Hourua will become a model organisation for like-minded individuals and organisations to observe and utilise in lifting achievement rates of Māori students throughout their own communities, hapū and iwi. Through the sharing of knowledge, research and outcomes we can create a better education system for our tamariki, mokopuna.

'It takes an individual to change a family, A family to change a Hapu A hapū to change an Iwi'

Research has shown that there are four critical components required to cause transformation within a student, these components are, Teaching Practices, Curriculum, Systems Structure and Environment. Ngā Kākano o te Kaihanga Kura Hourua has set out performance goals

to meet each of these components, ensuring the quality of education is engaging, holistic, transformative and leading edge. These goals are measured through assessment tools, including but not limited to appraisal systems, student achievement against national standards and student, staff, whānau, hapū and iwi dialogue.

Ngā Kākano o te Kaihanga Kura Hourua will have a roll of 110 students all of which will be of Māori descent. Through its 17 year history Ngā Kākano o te Kaihanga Trust has found that whānau are attracted to an organisation/school that celebrates the Māori language, celebrates being Māori and achieving successes as Māori. Quantifiable data of this can be found through empirical evidence shown through the Trusts' Private School, Ngā Kākano Christian Reo Rua Kura. The private school has been hailed by Ministry officials as the forerunner in the implementation of the ministry's *Ka Hikitia* strategy. The school has a current roll of 94 students and a waiting list of 15 students, with a particular need for the school's Yr1 – 4 classes. The school has successfully transitioned Special Needs students into the everyday class environment within the students' first term at school, with Ministry of Education, Special Education teams unable to recognise some of the students they have worked with at previous schools and now attend the Trust's private school.

The trust's private school has above normal whānau and student engagement with children walking 6kms from Glen Eden to Lincoln Road each day to attend school. These particular students had an attendance rate of 30% at their previous state school, and now have an attendance rate of 99% since starting, with two children missing one day of school due to illness. Whānau engagement can be seen at the school through whānau members volunteering themselves, free of charge, to work as the school receptionist, kapa haka tutors, touch rugby coaches, basketball team coaches, teacher aides, rugby coaches, toilet cleaners, gardeners, painters, repair men, hāngi cookers, and costume makers, to give a few examples.

Empirical evidence and data taken from Ngā Kākano's Private School, Ngā Kākano Christian Reo Rua Kura, will be shown throughout this application in order to show quantifiable evidence of how this model fits with the purpose and objectives of Partnership Schools Kura Hourua. This model will be replicated in Ngā Kākano o te Kaihanga Kura Hourua.

5 PURPOSE AND GOALS

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

Response

Our mission *Māori Excelling as Māori.*

Our vision

For all students to reach their full God given potential, knowing who they are and where they belong.

There is a great need for tailored, innovative education for our tamariki mokopuna in order to achieve greater success. This need is substantiated through the increased number of referrals to Ngā Kākano's Private School from Alternative Education organisations, Child, Youth and Family and Special Education Services. The student's being referred have usually exhausted all their schooling options through their high behavioural needs resulting in a number of exclusions. In 2014 Ngā Kākano's Private School received five referrals from Alternative Education, five special needs students and two referrals from Child, Youth and Family, with more referrals currently on their waiting list.

Ngā Kākano o te Kaihanga Kura Hourua will provide educational success and transformative education to tamariki mokopuna who are currently being underserved in our education system.

According to Education Counts – Indicators, from 2009 through to 2012 Māori students were consistently the lowest achieving ethnicity, when compared to Pakeha, Asian and Pasifika, with only 54.6% of Māori school leavers leaving school with NCEA level 2 or above. Although Māori students have seen the largest proportional increase in students attaining NCEA Level 2 or above, we believe Ngā Kākano o te Kaihanga Kura Hourua can assist in raising these levels further and achieving the government's policy on raising academic achievement particularly with Māori.

Ngā Kākano o te Kaihanga Kura Hourua proposes to establish a PSKH in order to:

- Raise up successful Māori students, who are independent and inquisitive learners;
- Provide opportunities for greater student success through community collaboration and optimal learning structures;

 Provide a learning environment where focus in on realising potential in each individual, identifying innovative opportunities, tailoring education to the student, and collaborating and co-constructing with students, whānau, hapū and iwi.

Providing opportunities for success through optimal learning structures and providing learning environments where the focus is on realising potential in each student will be worked out within the school through the development of Individual Learning Plans that are tailored to the interests and future ambitions of the student. This allows the student to be empowered and become the driver of his/her academic future, resulting in high engagement.



Student needs from the perspective of the student are rarely identified in a Hui with teachers, counsellors, and social workers. Students will eventually build a relationship with a person, student, teacher, Principal, parent, whānau member and will disclose their needs to this person at a time they feel comfortable. The school then needs to provide an environment of acceptance, belonging and excellence in order for this information to reach the right person and support to be put in place.

This method of student needs identification where the school seeks and uses the students point of view with regard to what supports are provided is aligned with the Education Review Office report on indicators of inclusion for students with high needs.

The key feature that sets Ngā Kākano o te Kaihanga Kura Hourua apart from existing provisions is our 'We Care' philosophy.

'We Care' Philosophy

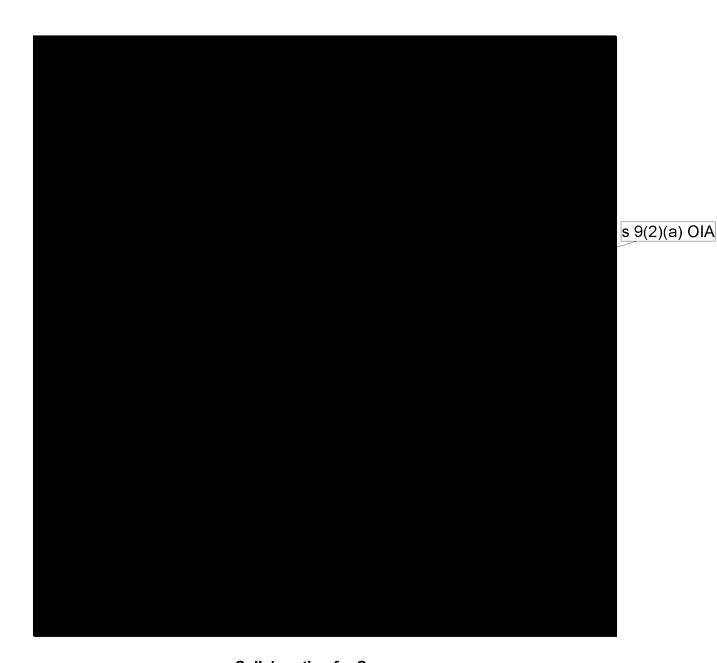
Our 'We Care' philosophy is essentially, 'Providing an environment for change, through dynamic teaching, leading-edge learning environments, advantageous day structures and an innovative integrated curriculum, reflecting and valuing the identity, language and culture of each student within a Christian and Māori worldview. Valuing the student, their whānau, hapū and iwi as co-creators in the educational pathway of their tamariki mokopuna, all of whom having the ability and capability to achieve success'. This is in-line with Ruia principles where the school believes every child has the ability and capability to 'be someone'.

This 'We Care' Philosophy ensures we have an environment of acceptance, value, worth, belonging, excellence, expectations, Māoritanga and Christian values, which has been

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adapted from Ngā Kākano's Private School where it is shown through the below anecdotal evidence.

Please find attached as Appendix 1, a letter of support detailing the significance our 'We Care' philosophy has in the transformation and education of Māori (Target Priority Leaner) students.



Collaborating for Success

Ngā Kākano o te Kaihanga Kura Hourua will identify and work with organisations who embrace our guiding principles, enhancing our goal of providing leading edge learning environments for our students.

Ngā Kākano o te Kaihanga Trust have formed relationships and partnerships with many leading-edge organisations throughout its history. Such partnerships include but are not

limited to, partnering with Te Whānau o Waipareira Trust Te Kete Aronui, delivering literacy and numeracy workshops to students and delivering financial planning services to parents.

ANECDOTAL EVIDENCE

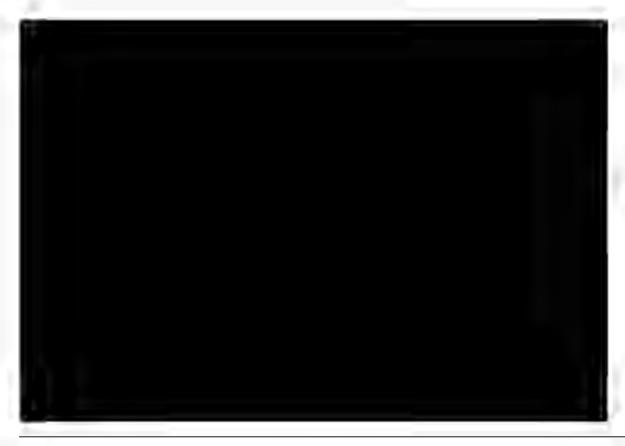
Ngā Kākano o te Kaihanga Trust has formed a partnership with the NCEA campus.

The NCEA Campus identifies high achieving students within schools and tracks them through to University. Once students enter University, the NCEA campus contracts the students back to schools to assist teachers in mentoring students who are struggling with one or more subjects.

Having the best of the best students, teaching passionately thie subjects of expertise aligns with Ngā Kākano o te Kaihanga Kura Hourua's emphasis on providing leading-edge learning environments and delivering quality, responsive, collaborative and integrated education.

Transformative Education

Ngā Kākano o te Kaihanga Kura Hourua will educate students on areas of themselves they Didn't Know that they Didn't Know. These unknown areas are predominantly in the area of Māoritanga - what it means to be Māori in a positive context, and self-efficacy - the extent or strength of one's belief in one's own ability to complete tasks and reach goals. A student's belief in the extent of his or her power to affect situations, influences both the power a student actually has to face challenges competently and the choices a student is most likely to make.



By demonstrating our 'We Care' Philosophy throughout every facet of the school Ngā Kākano o te Kaihanga Kura Hourua will provide students and whānau with the confidence to engage with our leading edge environments, our curriculum, and their own child's education, whilst being open to the guidance and teaching practices of our teaching staff.

Our distinctive mission and vision enables improved student engagement and achievement through our 'We Care' Philosophy.' Providing an environment of acceptance, achievement, belonging and excellence, students gain self-belief, self-value and self-efficacy.

We Care + Leading Edge = Self Efficacy

School performance goals have been set in order to ensure we achieve student engagement and success. These performance goals are:

- 1. To attract and raise up teachers who are dynamic and transformative, with the ability to engage and motivate students through a Christian world view, **through**:
 - a. the establishment of productive partnerships with tertiary providers;
 - b. engagement with whānau, hapū and iwi to identify potential candidates;
 - c. providing opportunity to become registered teachers through our partnerships with tertiary providers;
 - d. the provision of professional development to our teaching staff, that is informed by the latest research and is both deliberate and reflective,
 - e. a rigorous selection and induction process;

This objective will be measured by:

- a. Appraisal system of self, peer and governance;
- b. Student and whānau feedback and dialogue;
- c. Student achievement against national standards;
- d. Review of class
- e. Self-review
- 2. Meeting the academic/educational needs of every student **through**:
 - a. The development, implementation and regular review of Individual Learning Programmes with the student and whānau:
 - b. The provision of informative and transformative teaching;
 - c. Adaptive and flexible learning environments;
 - d. Collaboration with whānau, hapū and iwi in identifying areas of need within our community and Te Ao Māori;
 - e. The use of an advantageous mixed delivery model of ICT, traditional methods and experiential learning;
 - f. The use of tuakana-teina (Māori Methods of Teaching and Learning) incorporating ako where the teacher and parent become learners in the learning process with the student;
 - g. The implementation of our Poutama strategy where through continuous practice and continuous work towards competency physically, emotionally, spiritually, socially and culturally;
 - h. The provision of small, intensive tutorial groups;

This objective will be measured by:

- a. Student achievement of Individual Learning Programme;
- b. Three Weekly review sessions with the student and whānau;
- c. Student engagement with school;
- d. Regular and consistent review of attendance records;
- e. Appraisal system of self, peer and governance;
- f. Open dialogue with teacher, student and whānau;
- 3. To optimally utilise student timetabling to enhance the learning experience within student focused independent learning and collaborative learning **through**:
 - a. Effective communication between students teachers and teacher whānau;
 - b. Balanced and deliberate timetabling
 - c. Strong governance;
 - d. Class ratio of 1:15

This objective will be measured **by**:

- a. Student academic outcomes against national standards;
- b. Student engagement with school;
- c. Regular and consistent review of attendance records;
- d. Feedback and dialogue with partnerships (experiential learning)
- e. Feedback and dialogue from students and whānau;
- f. School Wide Assessment;
- g. Staff input via discussions and hui;
- 4. To enhance and excite every learner and facilitator **through**:
 - a. The provision of highly resourced and research led environments;
 - b. Curriculum adapted furnishings;
 - c. Access to learning environments and experiences delivered through dynamic partnerships;
 - d. Access to dynamic experiential learning opportunities:
 - e. The provision of uninhibited access to Māori language and culture through all mediums;
 - f. Innovative delivery methods;

This objective will be measured by:

- a. Student academic outcomes against national standards;
- b. Student engagement with school;
- c. Regular and consistent review of attendance records;
- d. Feedback and dialogue with partnerships;
- e. Feedback and dialogue with students and whānau;
- f. Staff input via discussions and hui;

The demand for this type of education and school can be shown by the student demographics of Ngā Kākano's Private school with more than 80% of their students residing within the Henderson – Massey Ward, and many of whom travel pass approximately 10 suitable schools to attend Ngā Kākano's Private School.

Number of students	Area of residence
1	Avondale

20	Massey
46	Henderson
11	Ranui
7	Glen Eden
8	Te Atatu
1	Mount Albert

Area	Number of Schools
Henderson – Massey ward Primary Schools	31
Auckland Secondary Schools	85
Auckland Composite Schools	33

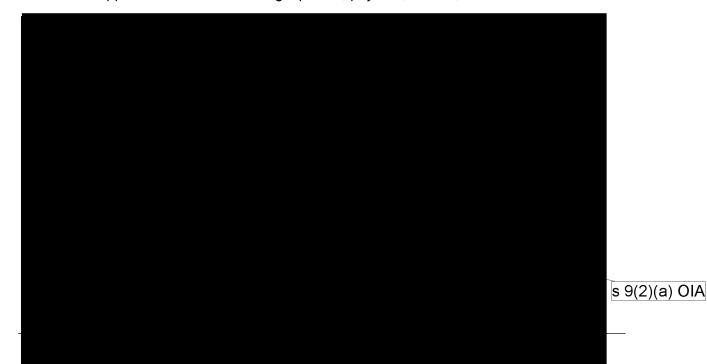
According to Statistics New Zealand, Waitakere's population continues to grow with the number of people residing in Waitakere increasing to 186,444 which is a 10.5 percent increase since the 2001 census. Waitakere's population is ranked 5th in New Zealand out of the 73 districts and contains 4.6 percent of New Zealand's entire population.

Waitakere's Māori ethnic population is not at 22,890 and increase of 1,500 people of 7 percent since the 2001 census. Waitakere's Māori population also ranks 5th in New Zealand out of the 73 districts and contains 4 percent of New Zealand's Māori population.

23.7 percent of Waitakere's population is under the age of 15 years, compared with 21.5 percent nationally, with Waitakere's Māori ethnic population accounting for 36.8 percent compared with 35.4 percent nationally.

The key advantage of our application is our deliberate focus on and strategies to fulfil the educational needs of Māori students. The Christian value base we adopt has historically produced great schools and great student outcomes. Such values as honesty, integrity, respect, love, self-control, patience and kindness have been missing in society for many years. Such values were once an integral part of the family. These values will be seamlessly interwoven within our Māori values and in the fabric of the school and will form our unique point of difference.

The holistic approach to education being, spiritual, physical, mental, social and cultural will



allow us to develop wholesome, driven, value-adding students.

Data from Ngā Kākano's Private School (below) shows that students who have been attending the school for more than one year perform at or above their year level in almost all strands of the Mathematics curriculum. To put this data in context, the school is working with the target priority learning group, showing that the students' successes are attributed to the schools' Teaching Practices, Curriculum, Systems Structure and Environment.

Random Sample Selection of Students who attended Ngā Kākano Christian Reo Rua Kura for more than 1 year

Last Name	First Name	Year Level		Number of Years attending Ngā Kākano's
-			7	1
			11	1
			8	1
			8	2
			7	2
			8	3
			9	5
			9	10

a O	Student Details			Overall
Last Name	First Name	Year Level	Year Mean	This Student
		7	1472	1476
		7	1472	1491
		8	1512	1492
		8	1512	1500
		8	1512	1482
		9	1540	1500
		9	1540	1512

Ngā Kākano Christian Reo Rua Kura offered NCEA Level 1 for the first time in 2013, previously utilising the Accelerated Christian Education (ACE) curriculum. The school utilised a mixed delivery model with curriculum being supplied by Te Aho o te Kura Pounamu, a permanent teacher in-class offering full time face-to-face support and subject specialist teachers offering part time face-to-face and online support. Ngā Kākano Christian Reo Rua Kura began the year with a cohort of 12 students, with:

- One Yr 9 student enrolling in Level 1 Te Reo Māori only;
- One Yr13 student enrolling in Music only:
- One student transferring to another school in term 2;
- One student returning to the ACE curriculum in Term 2;
- One student withdrawing from school in Term 3;
- Three new students enrolling at Ngā Kākano Christian Reo Rua Kura between term 2 and 3.

Of the 12 students who remained at Ngā Kākano Christian Reo Rua Kura till the end of the academic year, 7 students passed NCEA Level 1 gaining Merits and Excellences in many of their chosen subjects, the Yr9 student gained 30 credits in Te Reo Māori with Merits and

Excellences in three of his assessments and the Yr13 student gaining 50 credits in Level 1, 2 and 3 music with all except one standard at Merit and Excellence level.

Two students who failed to achieve at Level 1 have returned to Ngā Kākano Christian Reo Rua Kura and are working towards completing level 1 and 2 this year. The third student who failed to achieve level 1 has been accepted into Te Wānanga o Takiura.

The Yr13 student has been accepted into The University of Auckland is a successful recipient of a three year scholarship.

6 EDUCATIONAL PLAN

- 3. Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please
 - a) explain and provide evidence to support why you have chosen an alternative curriculum; and
 - b) Outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga* o *Aotearoa*.

Response

The year 4 – 8 classes, will be taught English, Mathematics, Science, the Arts, Health, Physical Education, Social Sciences and Technology. The Accelerated Christian Education (ACE) Curriculum has been chosen as the delivery method for English, Mathematics, and Science with all other subjects being delivered through the New Zealand Curriculum.

For Years 1, 2, 3, 9, 10, 11, 12 and 13 the New Zealand Curriculum will be chosen.

The reasons we have chosen the ACE curriculum for the Years 4 - 8 classes are:

- 1. Due to the type of students we will attract where, the challenges to learning they have include but are not limited to:
 - a. Behavioural problems
 - b. Low attention span
 - c. Low self-confidence and self-worth
 - d. Lack of technological resources
 - e. Failure in the state education system
 - f. Solo parent households, often with minimal to no support at home
 - g. Low academic level comparative to age
 - h. High truancy
 - i. Low research and enquiry skills
 - j. Low interpersonal skills
 - k. Low communication skills

Students find it incredibly difficult to stay focused, be determined and responsible for their education and academic/life achievements, as well as setting goals and working towards achieving them.

The ACE programme is designed to meet the needs of these students right from the furnishings through to the curriculum itself. The ACE curriculum requires that classrooms are furnished with individual desks that a divided to create an individual cubicle for each student. These cubicles are furnished with the students Individual Learning Plans, daily goal charts, pictures of future ambitions and the students learning tools. These cubicles including furnishings have been attributed to the development of life long independent study skills in the students attending the 13 New Zealand schools offering ACE. (Furnishings as shown in the pic below)



- 2. The ACE Programme supports our Christian worldview and value based system through the curriculums emphasis on using biblical principles to create godly character.
- 3. The ACE Programme supports our teaching and learning model by identifying that every student is distinctively different and requires individualised programmes.
- 4. The curriculum is designed to adapt to each student at their performance level. This is achieved by the provision of assessment tools which assess the ability of each students reading, spelling and mathematics capability. This further reinforces our teaching and learning model.

The ACE Curriculum aligns with The New Zealand Curriculum as shown in the table below. Many students who have transferred to non-ACE schools after going through middle school using the ACE Curriculum has found the work a lot easier and their ability to withstand social peer pressure and focus on the task at hand was greater than their peers.

NATIONAL CURRICULUM MATHEMATICS LEVEL 2 – 4

ACE Math 3 (Grade 3) (PACEs 1025-1036)

The student:

- Adds 3-digit to 3-digit numbers, subtracts 3-digit from 3-digit numbers, and solves word problems with carrying and borrowing;
- Learns multiplication facts 1-9 with timed drills and oral drills:
- Reviews numbers in place values of 1s, 10s, and 100s; writes numbers to count on a number line; reviews and writes on charts; and learns to use picture tables to determine height;

- Reviews telling time and learns half-hour, quarter-hour, and 5-minute increments;
- Learns Roman numerals;
- Reviews measurements of weight, liquid, and length; converts inches to feet, feet to yards; reads scales in pounds; and learns the abbreviations in., ft., and yd.;
- Writes ordinals first through tenth;
- Learns to divide objects or sets into halves;
- Math Builder, a computerized mathematic flash card program, is also available for additional reinforcement and drill.

ACE Math 4 (Grade 4) (PACEs 1037-1048)

The student:

- Learns additional multiplication facts; 10 and 11 times tables, and simple division skills; identifies and uses relationships between operations, such as division as the inverse of multiplication, to solve problems;
- Matches word sentences with number sentences and reviews number words and symbols;
- Rounds numbers on a number line to the nearest 5 and 10;
- Reviews and learns Roman numerals 1-50 and word problems converting to numerals:
- Learns to borrow and subtract 3-digits minus 3-digits, checks by addition, and borrows and subtracts from 10s, 100s, and 1000s.
- Learns to use the terms addend, sum, minuend, subtrahend, difference, multiplier, multiplicand, and product to match correct numbers in problems;
- Learns fractions through shaded parts of a circle, learns equivalency in fractions, and adds and subtracts like fractions;
- Learns to add and carry to 10s, 100s, and 1000s—4-digits and 4-digits;
- Reviews and demonstrates understanding of basic money concepts and skills;
- Reviews converting inches to feet, feet to yards, and inches to yards; reading a scale in pounds; and converting cups to pints, pints to quarts, and quarts to gallons.

ACE Math 5 (Grade 5) (PACEs 1049-1060)

The student:

- Defines and identifies new math terms: quotient, dividend, numerator, and denominator:
- Uses addition, subtraction, division, and multiplication with fractions; identifies proper and improper fractions; and reduces fractions to lowest terms;
- Factors numbers from least to greatest, and finds the Greatest Common Factor (GCF) and the Least Common Denominator (LCD) of fractions;
- Recognizes the place value of each digit in numbers up to thousands;
- Learns to represent and compare whole numbers and decimals;
- Learns the commutative properties of addition and multiplication and estimation;
- Compares numbers, sentences, words, decimals, and fractions using > and < symbols;
- Defines and identifies prime numbers;
- References charts, pictographs, and line graphs;
- Writes Roman numerals 1-399;
- Learns basic geometry—points, lines, rays, and angles; identifies geometric shapes; identifies similar and congruent figures; and finds the volume, perimeter, and area of figures;
- Learns about probabilities and ratios;
- Processes simple unit conversions such as centimetres to meters within a system of measurement.

ACE Math 6 (Grade 6) (PACEs 1061-1072)

APPLICANT NAME: NGĀ KĀKANO O TE KAIHANGA TRUST

The student:

- Learns the properties of addition and multiplication—commutative, associative, identity, and zero;
- Works with exponents and is introduced to expanded notation using exponents;
- Rounds and estimates large numbers and works mental estimation problems;
- Learns factoring rules (divisibility rules); identifies prime numbers and composite numbers:
- Reviews fractions and fraction terms; adds, subtracts, multiplies, and divides fractions; changes fractions to decimals using long division; and converts fractions to percent's;
- Reviews decimals; adds, subtracts, multiplies, and divides decimals; defines repeating and terminating decimals; and changes decimals to percent's;
- Relates percent's and decimals to fractions, learns common percent's, changes percent's to decimals, and finds percent of a number;
- Is introduced to integers;
- Learns order of operation;
- Learns the terms equations and inequalities when comparing number sentences (<, >, =);
- Defines a variable and solves equations (one variable) using inverse operations;
- Works with ratios and proportions, and uses proportions to solve problems;
- Finds the probability of an event, and expresses probability as a ratio;
- Uses critical thinking skills to solve word problems;
- Defines and interprets circle, line, bar, and double-line graphs;
- Builds geometric knowledge; measures angles; finds the perimeter, area, and volume; and defines the parts of a circle;
- Rounds money to find estimated costs and solves money problems;
- Compares English and metric measurements, and carries out conversions.

ACE Math 7 (Grade 7) (PACEs 1073-1084)

The student:

- Reads, writes, and works with whole and mixed numbers, integers, and common fractions:
- Learns the proper mathematical terminology—dividend, multiplicand, product, simplify, minuend, quotient, numerator, and denominator; how to change fractions and decimals to percent; how to find the number when a percent is known; and data and graphs, mean, mode, median, range, rank, and read;
- Is introduced to business and consumer arithmetic—profit and loss, commission, discounts, bills and receipts, and invoices with discounts; ratio, proportions and percent:
- Studies business methods needed to function at home—keeping cash and household accounts, budgets, insurance, and the reading of gas and electric meters;
- Learns about banking—savings and checking accounts, deposits, interest, and loans;
- Reviews English and metric units of length, volume, weight, and temperature;
- Reviews basic geometry concepts and symbols, uses a protractor and compass to find perimeter and area of shapes and solids;
- Is introduced to equations—variable, sets, and set notation; vocabulary, symbols and word problems.

Optional resource: Math 1075 (video)

ENGLISH LEVEL 2 – 4

English 3 (Grade 3) (PACEs 1025-1036)

The student:

- Alphabetizes words;

- Learns about sentence types—declarative, interrogative, and exclamatory sentences;
- Learns about basic punctuation marks (.?!, '"");
- Practices cursive writing—lower case and capital letters;
- Learns parts of speech—nouns (common, proper, singular, and plural), pronouns, adjectives, verbs (action and state-of-being), and prepositions;
- Uses compound words;
- Understands word concepts—antonyms, synonyms, homonyms, confusing words, and confusing word pairs (a/an, learn/teach, sit/set, let/leave, their/there, its/it's, and can/may);
- Writes letters and addresses envelopes;
- Is encouraged in character development through examples given in each PACE;
- Learns about rhyming words and poems.

Literature and Creative Writing 3 (Grade 3) (PACEs 1025-1036)

The student:

- Puts sentences, instructions, and stories in order; learns sequencing and placement;
- Uses action and descriptive words and learns about limericks;
- Expands imagination;
- Discovers heroes and enemies in a story;
- Creates stories from pictures;
- Writes story titles and reports;
- Learns about characters, plot, and setting; employs comparison; shows comprehension and order in a story;
- Continues to practice speed-reading and handwriting skills;
- Locates places on maps;
- Uses Scripture to learn how to respond to difficult situations that might arise;
- Considers character-building examples placed throughout each PACE in the course.

Required resources: Summer Fun with Ace and Christi by Grace Whitehart; Christians Courageous by Anne E. Schraff

Word Building 3 (Grade 3) (PACEs 1025-1036)

The student:

- Reviews long and short vowel sounds, blends, digraphs, and diphthongs;
- Expands vocabulary with prefixes and word endings;
- Learns new phonetic rules—schwa a and silent letters;
- Increases visual discrimination;
- Develops word concepts that are presented in English—antonyms, synonyms, homonyms, and confusing words (there/their);
- Is encouraged in character development through examples given in each PACE.

English 4 (Grade 4) (PACEs 1037-1048)

The student:

- Continues cursive writing;
- Practices alphabetizing and increases his comprehension of vowels and consonants;
- Reviews and expands knowledge of the parts of speech—nouns (common, proper, singular, plural, and subject nouns), verbs (action, state-of-being, and helping), pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections;
- Develops paragraph writing skills and reviews the types of sentences—declarative, interrogative, imperative, and exclamatory;
- Identifies and practices using ending punctuation;
- Learns the use of a colon and an apostrophe in contractions and possessives;
- Begins to use the dictionary;
- Learns proper letter writing form;
- Reviews and expands word concepts (antonyms, synonyms, and homonyms), confusing words, word pairs, and contractions.

 Is encouraged in character development through examples given in each PACE Literature and Creative Writing 4 (Grade 4) (PACEs 1037-1048)

The student:

- Uses imagination, deductive reasoning, and comparison and contrast;
- Learns to draw conclusions and find the main idea of a paragraph;
- Makes predictions about the end of a story and discerns between "alike" and "different":
- Increases dictionary skills, learns about biographies, autobiographies, and libraries;
- Finds valuable lessons in character-building stories;
- Writes a letter to a missionary, an invitation, an anecdote, a sketch, and a story ending.

Required resources: Ace and Christi Series—The Red Rag Riddle by Grace Whitehart; Charlotte's Web by E. B. White; Children's Missionary Library by Vernon Howard and Alice Bostrom; Choice Stories for Children selected by Ernest Lloyd; The Little Green Frog by Beth Coombe Harris; Saved at Sea by O. F. Walton

Word Building 4 (Grade 4) (PACEs 1037-1048)

The student:

- Develops vocabulary by reviewing consonants and vowels, beginning and ending sounds, doubled consonants, suffixes, and prefixes;
- Is introduced to syllables, contractions, and more compound words;
- Learns to form plurals with es and changes y to i and f to v;
- Is encouraged in character development through examples given in each PACE.

English 5 (Grade 5) (PACEs 1049-1060)

The student:

- Expands his knowledge of nouns and verbs and learns the agreement of subjects and verbs;
- Learns to diagram the subject, action verb, state-of-being verb, predicate noun, adjectives, adverbs, and direct object of a sentence;
- Identifies and correctly uses verbs that are often misused, modifiers, and pronouns;
- Changes a given list of verbs from singular to plural;
- Reviews pronouns and identifies the kinds (personal, interrogative, demonstrative, and indefinite) and cases (subjective, objective, and possessive):
- Recognizes simple and complete subjects and predicates;
- Is introduced to predicate adjectives and comparative degrees of adverbs:
- Recognizes complete sentences and fragments, learns four sentence patterns, and develops paragraphs;
- Learns and practices punctuation rules including quotation marks, underlining titles, etc.:
- Increases word concepts (antonyms, synonyms, homonyms) and learns about heteronyms;
- Writes business and friendly letters:
- Demonstrates a mastery of proper capitalization;
- Is encouraged in character development through examples given in each PACE.

Literature and Creative Writing 5 (Grade 5) (PACEs 1049-1060)

The student:

- Adds to his knowledge of short story elements—setting, characters, plot, and order;
- Learns about the four types of conflict in stories;
- Discovers personification, alliteration, anagrams, analogies, antonyms, homonyms, homophones, similes, and metaphors;
- Considers time order and narrative, cause and effect, point of view, comparison and contrast, and the difference between fact and opinion;

- Distinguishes between topic sentences and supporting sentences and persuasive and descriptive writing;
- Gains knowledge of the Far North and Africa, biomes, Morse code, the metric and English systems of measurement, and art terms and concepts;
- Recognizes editing and proofreading marks.

Word Building 5 (Grade 5) (PACEs 1049-1060)

The student:

- Identifies parts of speech—nouns, verbs, and present and past tenses;
- Recognizes syllable divisions and accents;
- Evaluates root words, prefixes, and suffixes;
- Forms plurals by changing the endings;
- Is encouraged in character development through examples given in each PACE.

English 6 (Grade 6) (PACEs 1061-1072)

The student:

- Increases word concepts—antonyms, synonyms, homonyms, and heteronyms;
- Reviews nouns—common, proper, compound, singular, plural, possessive; and learns about collective nouns and nouns in apposition;
- Expands verb knowledge (action, linking, state-of-being, regular and irregular) to include verb tenses (present, past, future), and conjugation of all six tenses; verb agreement; and the review of troublesome verbs (learn/teach, sit/set, lay/lie, rise/raise);
- Identifies pronouns—personal (subjective and possessive), interrogative, demonstrative, relative, reflexive, and indefinite;
- Builds upon parts of speech—comparisons using adjectives and adverbs, prepositions and phrases, coordinating conjunctions, interjections, and diagramming;
- Strengthens sentence writing by using sentence patterns, interesting words, and exact nouns; recognizes subject and verb agreement; and types of clauses;
- Practices writing paragraphs and begins outlining and research;
- Uses simple, compound, and compound-complex sentences with effective coordination and subordination of ideas to express complete thoughts;
- Learns to identify types of sentence patterns and clauses:
- Is encouraged in character development through examples given in each PACE.

Literature and Creative Writing 6 (Grade 6) (PACEs 1061-1072)

The student:

- Locates words in a dictionary, identifies word families, and defines new vocabulary words;
- Reads and answers thought questions;
- Uses visual discrimination:
- Writes expository and descriptive paragraphs, essays, simple and detailed explanations, directions, personal diary entries; cause and effect; fact and opinion; and exposition, description, persuasion, and narration;
- Identifies figures of speech, sensory detail, and climax and resolution of story;
- Solves word and logic puzzles;
- Converts information into bar graphs.

Required resources: The Fugitive King by Elizabeth Handford; Christians with Courage by Ruth Johnson Jay; Alexi's Secret Mission by Anita Deyneka; Ace and Christi Series—Grandpa's Christmas Gift by Sarah Hopewell; Little Pilgrim's Progress by Helen L. Taylor; Treasures of the Snow by Patricia M. St. John.

Word Building 6 (Grade 6) (PACEs 1061-1072)

The student:

- Reviews phonics rules—vowels, consonants, blends, diphthongs, and digraphs;

- Builds on the parts of speech foundation—present, past, and progressive tenses; and forming plurals;
- Classifies words that are homonyms, words with more than one definition and easily confused, and negative words;
- Identifies division rules and accenting syllables;
- Begins to study word histories through the use of a dictionary;
- Is encouraged in character development through examples given in each PACE.

English 7 (Grade 7) (PACEs 1073-1084)

The student:

- Identifies, reviews, and diagrams simple, compound, and complex sentence patterns;
- Reviews eight parts of speech and studies prepositions, conjunctions, and interjections;
- Is introduced to infinitives and gerunds;
- Reviews principal parts of regular and irregular verbs—perfect tenses; conjugation of all six tenses; progressive verb forms; transitive and intransitive verbs; and subject-verb agreement;
- Increases noun study—exact, compound, collective, plural, and possessive;
- Develops use of personal pronouns—nominative, objective, and possessive case; demonstrative, interrogative, relative, reflexive, and indefinite pronouns;
- Applies adjectives as indefinite pronouns, nouns, participles, and predicate adjectives;
- Develops writing and communication skills through use of sentence variety, outlining, paragraph writing, composition writing, and proofreading;
- Works with paragraph structure—indenting, main idea, topic sentence, summary, dependent and independent clauses, and phrases;
- Is encouraged in character development through examples given in each PACE.

Basic Literature 7 (Grade 7)

The student reads:

- George Mueller by Faith Coxe Bailey. George Mueller provided for thousands of orphaned children. He never asked anyone except God for their needs, but all needs were miraculously met.
- D.L. Moody: Greatest Evangelist of the 19th Century by Faith Coxe Bailey, the life story of the great American Evangelist used by God to found Moody Bible Institute.
- Through Gates of Splendor by Elisabeth Elliott, the story of five missionary men who were killed by the Auca Indians they wanted to win to Christ, and the subsequent developments in the lives of the families involved;
- By Searching by Isobel Kuhn. Isobel Miller abandoned God for worldly pursuits. When her world shattered, she sought and received peace from God and served with her husband as a missionary to China.
- Swiss Family Robinson by Johann Wyss, the story of the Robinson family marooned on a desert island;
- As they explored their surroundings, they learned not only to survive but also to enjoy their new home.

Word Building 7 (Grade 7) (PACEs 1073-1084)

The student:

- Reviews word studies—synonyms, homonyms, antonyms, heteronyms, commonly misspelled words, Greek word parts, and words of Spanish and French origin;
- Expands grammar usage—regular and irregular verb forms, forming adjectives from nouns and adverbs, interjections, complete subject, and complete predicate;
- Integrates thinking and writing with correct punctuation;
- Reviews, memorizes, and learns abbreviations—days of the week, months, states, and capitals;

- Continues to study phonics rules—different sounds of s and c, ending sounds, prefixes and suffixes, diphthongs, and accent and syllable division;
- Writes about the character traits taught in each PACE.

SCIENCE LEVEL 2 - 4

Science 3 (Grade 3) (PACEs 1025-1036)

The student:

- Observes the faithfulness of God while learning about the solar system;
- Learns about the concept and measurement of time;
- Learns about animal and plant life cycles;
- Recalls and continues the study of God's Creation;
- Studies Bible topics such as Jesus' return; sin, death, and the curse; man's freedom to choose to love and obey God;
- Read stories using new vocabulary and visual discrimination;
- Looks at geological changes after the Flood—jungles and hot lands, tundra and cold lands, volcanoes and earthquakes;
- Is encouraged in character development through examples given in each PACE.

Science 4 (Grade 4) (PACEs 1037-1048)

The student:

- Learns about the water cycle—condensation, evaporation, precipitation, cloud shapes, and the characteristics of air and water;
- Studies living and non-living matter, gravity, minerals and their uses, plants' needs, and plant conservatories;
- Identifies simple machines;
- Learns about respiration and blood circulation, the diaphragm and heart, digestion and saliva;
- Focuses on good hygiene and teeth; bacteria, viruses, and fungi; and the design and function of the skin;
- Is introduced to early men of science;
- Studies rockets and airplane flight;
- Understands the need for exercise, sleep, and proper nutrition for the human body;
- Is encouraged in character development through examples given in each PACE;
- Continues to add new vocabulary words.

Science 5 (Grade 5) (PACEs 1049-1060)

The student:

- Explores living and non-living matter and active, dormant, and extinct volcanoes;
- Learns about energy—work, force, kinetic, potential, and radiant energy;
- Studies oceanography, astronomy, comets, and the aurora borealis;
- Studies the outer, inner, and middle ear; hearing difficulties; and vibration, pitch, and frequency of sounds;
- Studies molecular and atomic theories; friction, heat, and gravity; and expansion and contraction:
- Views dinosaurs and fossils from a Biblical perspective;
- Learns the relationship between the Bible and botany, meteorology, and zoology;
- Discovers the Bible to be the final authority in scientific matters;
- Learns new vocabulary words in each PACE;
- Is encouraged in character development through examples given in each PACE.

Science 6 (Grade 6) (PACEs 1061-1072)

The student:

- Expands his vocabulary base with the addition of new vocabulary words:
- Explores the theories, properties, and laws of magnetism, and the uses of magnets;

- acids, bases, elements, solvents, solutes, and solutions in chemistry; higher and lower plants, and the process of photosynthesis.
- Looks at the history, nature, and uses of electricity; chemical, mechanical, and nuclear sources of electricity and measuring electricity;
- Learns about the central nervous system, the senses, the structure and function of the skeletal and muscular systems, infectious and non-infectious diseases, treatment of and defines against diseases, and digestion and nutrition;
- Builds knowledge of previously introduced character traits.

Science 7 (Grade 7) (PACEs 1073-1084)

The student:

- Continues exploring the skeletal and muscular systems, different types of viruses, bacteria, algae, and fungi;
- Studies characteristics of birds and mammals and botany—the needs, conducting, and reproductive systems of plants;
- Learns about simple and complex invertebrate animals, the structure and characteristics of vertebrates, embryos, inherited traits, gene functions, and alterations;
- Studies ecology—balance and cycles of nature, biomes, effects of water and air pollution, and how pollution can be controlled;
- Increases vocabulary with the introduction of new words in each PACE;
- Is encouraged in character development through examples given in each PACE and expands his ability to use each of these Godly traits in real-life situations.
- 4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Response

HOW WE PLAN TO TEACH AND DELIVER OUR CURRICULUM

Preparation

Preparation

Preparation

Preparation for University

JUNIOR SCHOOL NE – YR3/4

Taught in both individual and group settings.

Taught via teacher lead and student initiated discussions and activities.

Delivered through leading edge learning environments which include classroom and out-of-class (wider community) learning.

Curriculum shall be taught (demonstrated) by external parties, which include but are not limited to Police Officers, Kaumatua/Kuia, Sport Stars, etc.

Lessons shall be taught via organized field trips, including but not limited to WIDDLE AUTOGO

JUNIOR HIGH VOICE VW9 - 40 SENIOR HIGH SCHOOL YR 11 – 13

Curriculum delivered: THE NEW ZEALAND CURRICULUM

The Arts, Social Sciences, Te Reo Māori, and Health and Physical Education shall be taught in-class through both teacher led and student initiated discussion and activities.

Te Reo Māori shall be delivered face-to-face in group and full-class settings, and assess the students' ability to communicate in Te Reo Māori through both the written and oral form. Māori tikanga shall be taught practically through pōhiri, marae noho, kaikōrero and kaikaranga workshops and kapa haka. Students shall be provided ample opportunities for practical

The NZ Curriculum shall be delivered to our Junior and Senior High students through a highly individualized, student centred and disciplined programme. A high expectation of student independent learning and enquiry enables the delivery method of the curriculum to be adaptive.

The New Zealand (NCEA) Curriculum shall be delivered through Te Aho o te Kura Pounamu (Te Aho) using individualized learning programme with subject specialist and teacher support within the classroom.

The curriculum shall be delivered through a mixed model approach of Face-to-face, Text and Online.

The curriculum shall be delivered taught using the Ako approach of two way teaching and learning, where both the teacher and student learn together.

The curriculum shall be taught through one-on-one subject specific tutorials as well as small group subject specific tutorials.

Marae Noho, Stardome, Waitakere Ranges, etc.

Curriculum shall be delivered through a mixed model approach to maintain engagement, this includes but is not limited to Smart boards, Skype, Laptops, and traditional methods (pen and paper).

Curriculum shall be delivered through a balanced and adaptive timetable which will be structured according to student needs, i.e. Student energy levels, attention span.

The education of each child will be constructed through the co-creation of value between the school and teachers, the student and their whānau.

The Curriculum shall be delivered through a minimum of 50% in Te Reo Māori.

application of the knowledge acquired.

Ngā Kākano o te Kaihanga Kura Hourua shall deliver The Arts in two forms, the first being Kapa Haka which shall be taught by specialist Kapa Haka tutors once a week and provides the opportunity for practical application and assessment. The second being visual art which shall be taught by a specialist subject leader once a week and provides the opportunity for practical application and assessment.

Health and Physical
Education shall be taught
face-to-face once a week by
teaching staff and provides
the opportunity for practical
application and
assessment.

Social Sciences shall be taught face-to-face by staff and

The curriculum shall be taught through an integrated curriculum using ITC, real world learning (experiential/hands-on) and traditional methods.

Te Reo Māori shall be delivered face-to-face in group and full-class settings, and assess the students' ability to communicate in Te Reo Māori through both the written and oral form. Māori tikanga shall be taught practically through pōhiri, marae noho, kaikōrero and kaikaranga workshops and kapa haka. Students shall be provided ample opportunities for practical application of the knowledge acquired.

Ngā Kākano o te Kaihanga Kura Hourua shall deliver The Arts in two forms, the first being Kapa Haka which shall be taught by specialist Kapa Haka tutors once a week and provides the opportunity for practical application and assessment. The second being visual art which shall be taught by a specialist subject leader once a week and provides the opportunity for practical application and assessment.

Health and Physical Education shall be taught face-to-face once a week by teaching staff and provides the opportunity for practical application and assessment.

Social Sciences shall be taught face-to-face by teaching staff and provides the opportunity for practical application. The Curriculum shall be delivered through a minimum of 50% in Te Reo Māori.

The education of each child will be constructed

the

the opportunity for practical application.

co-creation of value between the school and teachers, the student and their whānau.

ACE CURRICULM

The ACE Curriculum shall be delivered through a highly individualized, student centred programme.

The ACE Curriculum shall be delivered via PACES. which are individual booklets designed to meet the needs of a student at their performance level. As the student completes a booklet they are tested throughout with a final test given at the completion of the booklet. A student must gain an 80% pass rate to be able to move on to the next PACE. Should a student not gain this pass rate, dependent on the level of knowledge displayed by the student they will either re-sit the test the following day or the PACE.

Teaching staff shall provide student support when they are finding a specific subject or problem difficult. They shall ensure the quality of learning received by the student meets their needs completely.

The ACE Curriculum shall be used to deliver Mathematics, English, and Science.

The education of each child will be constructed through the co-creation of value between the school and teachers, the student and their whānau.

The Curriculum shall be delivered through a minimum of 50% in Te Reo Māori.

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The New Zealand curriculum is taught throughout all levels in the school and is further enhanced by the A.C.E curriculum, extra curricula activities and their school environment.

The New Entrant through to Yr 8 curriculum will be delivered by full time, fully registered teaching staff with Health and Physical Education bring delivered through external parties who specialise in each field, i.e. swimming, cricket, hockey, etc. The Year 9 – 13 curriculum will be delivered through Te Aho o te Kura Pounamu, supported by full-time registered teachers, and subject specialists.

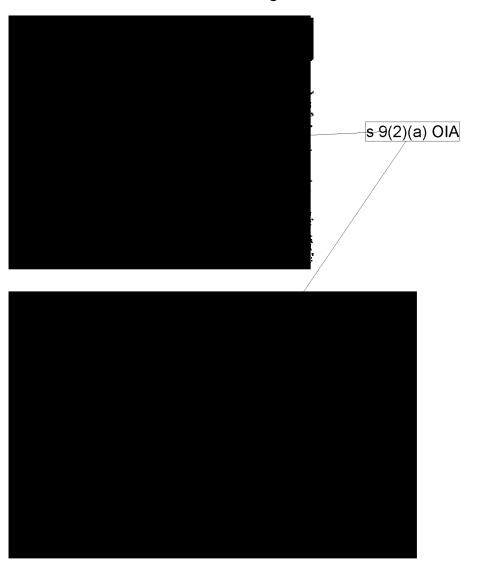
INNOVATIONS

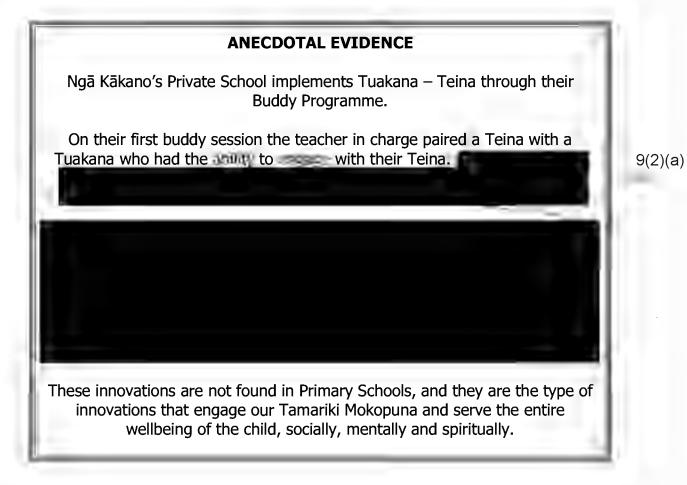
Whānau of Ngā Kākano's Private school New Entrant to Year 4 students have attested to the stark difference between Ngā Kākano's Private School and the state schools they have transferred from.

These differences which have resulted in engaged students with a passion for learning have been attributed to:

- The Tuakana-Teina model embedded in the school, with many parents attesting to their child attending school and loving school because they have awesome older students to look up to and one day be like;
- The environment of whakawhānaungatanga and manaakitanga which emphasize the preciousness of each individual student and purposefully seeks to nurture and grow the gifts of each student;

The picture below taken at Ngā Kākano's Private school shows our Tuakana-Teina philosophy in full swing with Tuakana taking their teina for 15 minute one-on-one Mathematics and Reading lessons.



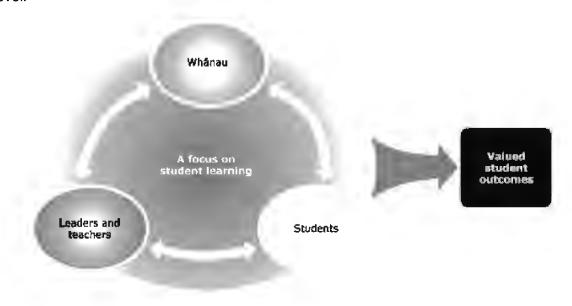


- Parents have attested to the benefit of having their child in a composite school.
 These benefits include a reduction in child trauma which can be caused by a sudden transition, for example kohanga to kura and/or primary to intermediate. Children feel secure, protected and valued through the provision of a continuous schooling experience.
- Our 'We Care' Philosophy has also been a testament to the seamless transition and improved academic outcomes for all students including children aged 5years to 8years.
- 5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

Response

The teaching and delivery of the curriculum will produce better achievement outcomes for Māori students through the embedment of our principles/kaupapa of Poutama, Tuakana – Teina and Ako in the delivery and teaching of the curriculum. These principles empower students to take responsibility for their education and academic future, gaining confidence in their abilities and knowledge as required per the National Standards.

The Individual Learning Programme approach to curriculum delivery, whereby each Individual Learning Plan is developed between the teacher, student and whānau, ensures the academic needs of every student is being met, as according to our core value and performance goal. Each student will be set up to achieve regardless of their performance level.



This teaching and learning model will succeed as it is in-line with Ruia – School-whānau partnerships for Māori Learners' success.

The balanced, holistic curriculum ensures the well-being of students. This includes their mental, physical, spiritual, social and cultural well-being. All are key components to every human being, therefore a school that provides for the entire person fosters students who are well-rounded and well-equipped. Māori in particular have a strong focus on spiritual and cultural well-being. A student's knowledge of their culture and ahua-wairua (spiritual) is just as valuable and critical as their knowledge of Mathematics and Science, because culture and spiritual aspects are apart of who they are as Māori and where they belong as Māori.

The hybridised programme will ensure every student achieves by:

- 1. Individualised programmes that are designed to scaffold the child up and prepare them for their next phase (Poutama);
- A Māori focused programme will provide students with a foundation of knowledge that they can build on for learning and success;
- Effectual communication of Indiviluasied Learning Plans and progress with student and whānau with a high focus on collaboration by all parties in the development, implementation, review and adaption of the plan;
- 4. The holistic approach, mixed model delivery and advantageous timetabling will provide a balanced, student centred curriculum.
- 6. Provide a full list of the qualifications that your school will offer (if applicable). Response

We will provide the National Certificate of Educational Achievement Level 1, 2 and 3.

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

Response

The provision of an environment of belonging and acceptance, a curriculum that is student centred, the inclusion of student and whānau in every aspect of the child's education, teachers who are passionate about the success of all students and an organisation that provides quality leadership, teaching and learning makes us confident in our student's ability to achieve the National Standards.

ANECDOTAL EVIDENCE

New parents of children aged five to eight who have transferred to Ngā Kākano Christian Reo Rua Kura have expressed to the school principal and teaching staff of the difference between Ngā Kākano Christian Reo Rua Kura and the state school they have transferred from.



9(2)(a)

Parents are so excited about this year that the Junior School (New Entrant – Yr 4) had a 100% parent turn out to their child's Individual Learning Programme planning session, and an unprecedented turn out to a whānau hui regarding the delivery of Literacy and Numeracy programmes through Te Whānau o Waipareira Trust Te Kete Aronui.

This anecdotal evidence confirms the pedagogy utilised in Ngā Kākano's Private school which will also be used in Ngā Kākano o te Kaihanga Kura Hourua is aligned with the Education Review Office report on indicators of inclusion for students with high needs.

Throughout this application anecdotal evidence has shown the links with whānau, their contribution to the learning of their child through Ako, their inclusion in the development of their child's Individual Learning Programme, their inclusion in the celebration of every success no matter big or small for their child.



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

Response

Ngā Kākano o te Kaihanga Kura Hourua will uphold all the principles of Ka Hikitia.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Te Tiriti – creating ways for whānau, hapu, iwi, and Māori communities/organisations to contribute to what and how Māori students learn and to provide support **through**:

A focus on experiential out-of-class learning including but not limited to Marae Noho,
 Ngā Manu Kōrero, and Polyfest Māori Kapa Haka stage.

ANECDOTAL EVIDENCE

In 2013 Ngā Kākano's Private School collaborated with Te Puna Mātauranga o Aotearoa, Te Rua Mahara o te Kāwanatanga, Tamaki Paenga Hira, South Auckland Research Centre, South Auckland Poets Collective, Waitakere Library, Corbans Art Estate, New Zealand Micrographic Services Ltd and = Ariana Tikao (Singer/Songwriter), to deliver their students a holistic, engaging and well balanced programme around the kaupapa of 'Who Am I?'

Throughout the programme students delved into their history, their Māoritanga, their whakapapa, their language and culture. They found whānau who had been to war, made connections with whānau they never realised they had, learnt of what life was for their parents, grand-parents and great grand-parents.

By the end of the programme students had collected a vast amount of knowledge on 'Who They Are' and were able to present this to their whānau, friends and community at their self-run Exhibition Launch at The Corbans Arts Estate.

Feedback from students and whānau included students now being able to find their place in the world, parents who saw remarkable differences in their children from a change in attitude through to a desire to make a stamp on the world.

These forms of partnership and curriculum delivery methods have evidential bases proving improved academic successes and lifelong lessons learnt for students. This will be duplicated in Ngā Kākano o te Kaihanga Kura Hourua.

- Attendance at Māori communities/organisation led events discussing the needs assessment and best-practice approach in educating our tamariki mokopuna, for example the Education Summit held by Te Whānau o Waipareira.
- Our affiliation with Māori organisations who are also dedicated to the success of our people, for example the Māori Women's Welfare League and Te Whānau o Waipareira Trust.
- The provision of uninhibited access to Māori language and culture in all mediums;
- Holding community meetings to discuss needs assessment of our Māori whānau;
- Brainstorming on effective strategies, reviewing current strategies, sharing of outcomes and knowledge with our whānau, hapū and iwi;
- Ensuring a broad representation on our board of trustees either through membership
 or the establishment of a subcommittee to ensure there are ample avenues for
 whānau, hapu, iwi, and Māori communities/organisations to contribute to what and
 how Māori students learn.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Māori Potential Approach – realising potential, identifying opportunity, tailoring education to the student, indigeneity and distinctiveness, collaborating and co-constructing **through**:

 Developing and maintaining connectedness between staff, teaching staff, students and whānau, where the school and whānau meet the student where they are and support them as they make their way up (Poutama);

ANECDOTAL EVIDENCE

This can be seen at Ngā Kākano Christian Reo Rua Kura by the 100% parent turnout to their child's Individual Learning Programme planning session, as well as the unprecedented number of whānau turn out to a hui regarding the delivery of Literacy and Numeracy programmes for their children.

- Delivery of a holistic approach to learning, ensuring students indigeneity and distinctive is valued, treasured and celebrated. For example, every student at Ngā Kākano o te Kaihanga Kura Hourua will not be seen as just another student, but will be seen as a Māori with whakapapa, heritage and culture.
- Development of Individual Learning Plans and advantageous learning structures to ensure the education provided is student centred and identifies student strengths which are then enhanced and promoted through various opportunities, as well as the strengthening of weaknesses;
- The principles of Poutama, Tuakana-Teina and Ako which provide a platform for cocreation of value in learning between the teacher and the student, the teacher and the whānau as well as the school and the whānau and the school and the community;

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Ako – educator is learning from the student in a two way process and where educators' practices are informed by the latest research and are both deliberate and reflective **through**:

- Cluster classrooms, allowing for learners to be teachers and students to be cocreators of value in learning with each other;
- Class discussions, enabling students to present their own ideas on various topics to the classroom and enlightening both the teacher and other students on their view point and world-view.
- All teaching staff will undergo professional development in order to perform practices that are research led, dynamic and responsive.

Ngā Kākano o te Kaihanga Kura Hourua will support and uphold this principle through the provision of professional development that is tailored to the needs of the teacher and staff, as well as being leading-edge in its field.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Identity, Culture and Language Count – student well-being is strongly influenced by sense of identity and access and exposure to their own language and culture **through**:

Uninhibited access across all curriculum to Te Reo Māori me ona tikanga;

- High level of participation in quality Māori Medium education;
- High emphasis on the value of Māoritanga, the pride one should have in their identity and whakapapa, the knowledge that our fore-fathers sacrificed much in order for us to have the liberty to speak our language;

Ngā Kākano will support and uphold this principle through the delivery of a minimum of 50% of the curriculum in Te Reo Māori. Through the employment of a language specialist who will be responsible for identifying the language needs of our students, whānau and community and developing and implementing plans to address these needs. Outcomes from the implementation of these plans will be reported to students, whānau, Māori communities and organisations, hapū and iwi at our community hui for the purpose of knowledge sharing and lifting the education provided to our students throughout New Zealand.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Productive Partnerships – responsiveness and accountability to students, whānau, hapu, iwi, Māori organisations and communities **through**:

ANECDOTE

In 2013 Ngā Kākano's Private School partnered with Te Whānau o Waipareira Trust DigiServices to deliver a programme that connected students with successful Māori leaders around the world. Te Whānau o Waipareira Trust provided students with leading-edge resources and tools to do so.

Through Te Whānau o Waipareira Trust, students were able to converse with and ask questions of the only Māori person working in NASA.

s 9(2)(a) OIA

Student feedback from this programme included students expressing that the experience was mind altering for many of them, with almost all students not believing that a Māori could accomplish so much.

Ngā Kākano's Private School are once again partnering with Te Whānau o Waipareira Trust for 2014 to deliver the DigiServices as well as student literacy and numeracy support through their KpMgrath services.

These forms of partnership and curriculum delivery methods have evidential bases proving improved academic successes and life long lessons learnt for students. This will be duplicated in Ngā Kākano o te Kaihanga Kura Hourua.

- Aligning our partnerships with organisations who embrace our guiding principles being dynamic teaching practices, advantageous day structures, leading-edge environments, and innovative curriculum. For example, Te Whānau o Waipareira Trust.
- Presenting whānau with possible partnerships and communicating to them the benefits these partnerships will bring to Ngā Kākano o te Kura Hourua and their children's education, before making final decision on whether to forge a partnership, will ensure whānau feel valued and have a sense of ownership of the kura and ultimately of their children's academic successes.

Ngā Kākano o te Kaihanga Kura Hourua will support and uphold this principle through seeking out and solidifying partnerships with tertiary providers, Māori organisations and Christian organisations, including but not limited to Te Wānanga o Aotearoa, Te Wānanga o Awanuiarangi, Te Rūnanga-a-lwi o Ngāpuhi, Alternative Education (Reframe), Special Education Services (MoE), and Unitec.

Ngā Kākano o te Kaihanga Kura Hourua will uphold all the principles of Tau Mai te Reo.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Critical Awareness **through**:

- Providing students and whānau with career wānanga, career expos, in-house career advice, presentations from various universities and social services including but not limited to Studylink and Work and Income New Zealand;
- Providing students and whānau with Te Reo Māori classes offered through productive partnerships, i.e. Te Wānanga o Aotearoa.
- The employment of a language specialist who will be responsible for identifying language issues within our communities, developing plans with whānau, hapu, iwi and Māori organisations to address these issues, implementing the plan, monitoring and reviewing the plans, ensuring effectiveness, and reporting on the outcomes of the plans both in oral and written form to our whānau, hapu, iwi and Māori organisations. Specifically within the philosophy of a Christian world view.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Acquisition through:

- Ensuring the Ngāpuhi dialect and kawa is taught throughout the curriculum at all levels and is a critical component at planning level;
- Iwi language camps, delivered through student marae noho, wānanga and community Te Reo Māori classes;
- Establishing and solidifying partnerships with tertiary providers in order to gain access to new, vibrant and dynamic teachers. As well as identifying potential talent within our whānau, hapū and iwi.
- Providing an environment that values and respects the transition of generational knowledge and language. This environment will be provided through the inclusion and support of kaumātua and kuia, i.e. Kaumātua and kuia sitting in on classes and activities and providing support to both students and staff.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Corpus through:

 Effectual communication, promotion and enrolment of whānau, hapū and iwi in our language camps and assisting them in implementing language plans in their own home. Effectual communication will be provided through school newsletters, school website, school Facebook page, school YouTube page, Word-of-Mouth, wānanga, whānau hui, community hui and local media.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Status through:

- Effectual communication and uninhibited sharing of language issues within our community as well as the development of strategies to address these issues. Outcomes of these strategies, will be shared among key personnel within our community and networks.

- Up skilling staff in Te Reo Māori as well as identifying and recruiting staff who are competent in the delivery and teaching of Te Reo Māori;
- Building strong, productive partnerships with tertiary providers and local employers in order to provide career opportunities to our students, i.e. presenting their institute or company at one of our career expos;
- Documenting and sharing our pedagogical leadership in teaching practices, environment systems, innovative curriculum and leading-edge environments with whānau, hapū and iwi.
- Increasing the demand for and participation in Māori language camps and wānanga through effectual communication of the benefits, successes of students engaged and committed to Te Reo Māori and bringing in successful Māori role models to communicate how much Te Reo Māori impacts on them.

Ngā Kākano o te Kaihanga Kura Hourua will uphold the principle of Use through:

- The effective transmission of intergenerational language and knowledge through our Ako, Tuakana-Teina and whakawhānaungatanga principles.
- The provision of uninhibited access to Māori language and culture across all medium
- Active whānau, hapū and iwi leadership as a result of language plans developed in collaboration with whānau, hapu, iwi and our language specialist;

Ultimately our objective is to have Te Reo Māori spoken in homes and other social settings through the participation in language camps, wānanga, Te Reo Māori courses, student successes, Māori role models, and advantageous career and academic pathways for those accessing high quality Māori medium studies.

- 9. If you plan on targeting Pasifika students, outline your:
 - a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.a spx;
 - b) how the school will build its own Pasifika capability; and
 - c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

Response

N/A

- 10. Outline how you will ensure an inclusive environment for students with special education needs, including:
 - a) how the school will demonstrate inclusive practices;
 - b) how the school will build its capability to address the needs of students with special education needs; and

c) how partnerships with parents with students with special education needs are used to achieve education success.

N/A

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

Response

Ngā Kākano o te Kaihanga Trust has a Memorandum of Understanding with Te Aho o te Kura Pounamu. Yr 9 – 13 students will select four subjects from Te Aho's full curriculum list. Students will be taught the curriculum through our mixed medium model of face-to-face, online and text. Students will have access to teachers at Te Aho, subject specialist commandeered by the school who will deliver one on one and small group tutorial sessions at the school, as well as have access to full time teaching staff within the classroom.

Ngā Kākano o te Kaihanga Trust has a partnership with the NCEA Campus who will deliver dynamic, well-educated personnel who have experience in gaining Merit and Excellence grades in their NCEA subjects as well as achieving Scholarship examinations.

This approach was piloted in 2013 at Ngā Kākano's Private School. The school provided students with four subjects delivered through Te Aho o te Kura Pounamu, one permanent teacher who was responsible for the students Individual Learning Programme and four subject specialists who took small group tutorials. The setbacks Ngā Kākano's Private School faced at the beginning of 2013 included but were not limited to, books being delivered within a timely manner from Te Aho, limited funds to access subject specialist support consistently and the entire Yr9 – 13 student population being involved in the school's first year entering Polyfest, which required total commitment for the most part of Term 1. Despite these setbacks Ngā Kākano's Private School, with a school roll of 99% Māori students all of which being the target priority learning group achieved the following:

Ngā Kākano Christian Reo Rua Kura began the year with a cohort of 12 students, with:

- One Yr 9 student enrolling in Level 1 Te Reo Māori only;
- One Yr13 student enrolling in Music only;
- One student transferring to another school in term 2:
- One student returning to the ACE curriculum in Term 2:
- One student withdrawing from school in Term 3;
- Three new students enrolling at Ngā Kākano Christian Reo Rua Kura between term 2 and 3.

Of the 12 students who remained at Ngã Kākano Christian Reo Rua Kura till the end of the academic year, 7 students passed NCEA Level 1 gaining Merits and Excellences in many of their chosen subjects, the Yr9 student gained 30 credits in Te Reo Māori with Merits and Excellences in three of his assessments and the Yr13 student gaining 50 credits in Level 1, 2 and 3 music with all except one standard at Merit and Excellence level.

Two students who failed to achieve at Level 1 have returned to Ngā Kākano Christian Reo Rua Kura and are working towards completing level 1 and 2 this year. The third student who failed to achieve level 1 has been accepted into Te Wānanga o Takiura.

The Yr13 student has been accepted into The University of Auckland is a successful recipient of a three year scholarship.

It goes to show that the environment we set, the expectations we place on students, the belief we have in every single student and the extra support provided is a recipe for success.



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

Response

N/A

- 13. Detail tests, measures and tools, or other assessment tools that you propose to use, including:
 - a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and
 - b) How assessment and/or aromatawai will be used to tailor instruction.

Response

The measurement tools we will use to assess student progress and achievement are:

- 1. ACE Diagnostic Tests
- 2. E-asTTle
- 3. NCEA credits
- 4. Running records
- 5. Numeracy and Literacy tests
- 6. School Entry Assessment
- 7. Oral Assessment
- 8. Progressive achievement tests
- 9. 6year net observation survey
- 10. Goal setting and evaluation
- 11. 3 weekly goal review
- 12. Review of Individual Learning Programme
- 13. PASS Assessment
- 14. StrengthsQuest
- 15. PAT Assessment

Results from these tests will be analysed by teaching staff and collated into a user-friendly report which will be presented to the student and their whānau and is comparable where ever possible to their Individual Learning Programme and National Standards.

The results from these assessment will be used to tailor instruction by informing firstly the teacher of the ability and needs of the students and their attitude to learning. These results are communicated to the student and whānau who will then work together to develop or adapt their Individual Learning Plan. The process from hence forward is to review using measurement tools, communicate, adapt, review, communicate adapt (if needed).

14. Explain how your school will:

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

Response

Ngā Kākano o te Kaihanga Kura Hourua will work with students, parents, whānau and the community to promote high attendance by:

Ensuring our leading-edge environment of success, acceptance, belonging and security is maintained and students continue to **WANT** to come to school;



- Providing parents with education on the importance of good attendance in building life-long positive learning habits and trends, as well as the negative impacts of poor attendance on quality of life.
- Providing a reward system of acknowledgement for students with high attendance rates;
- Ensuring accurate school calendar with all events and activities are provided to the parents via school newsletters as early as possible, with regular reminders. The calendar may include school events, early closures, teacher only days, parentteacher interviews, whānau hui, wānanga, Te Reo Māori classes, and language camps;
- Establishing a productive partnership with an organisation who can provide Positive Parenting Programmes and Parents as First Teacher classes through the school to the community, i.e. Te Whānau o Waipareira;
- Ensuring whole family is involved in developing and owning their child's Individual Learning Plan and understanding the commitment required to achieve the goals set out in the plan:
- Effectively utilising the truancy organisation in our area;
- Addressing poor attendance early and not allow it to become systemic.
 - b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

Response

Ngā Kākano o te Kaihanga Kura Hourua will develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging whānau involvement in school operations by:

- Ensuring first and foremost that their child is a success, or makes huge improvements in a short period of time. It is widely known that a successful student inevitably leads to parent support, participation and communication. It is abundantly evident with the support shown to winning sport teams as opposed to losing sport teams.
- Ensuring whole family is involved in developing and owning their child's Individual Learning Plan and understanding the commitment required to achieve the goals set out in the plan;
- Ensuring our leading-edge environment of success, acceptance, belonging and security is maintained and whānau WANT to support the learning of their child(ren) as well as other students attending Ngā Kākano o te Kaihanga Kura Hourua.
- Effectually communicating the needs of the school, to allow parents with particular expertise to be engaged with the school and comfortable in offering their support.

ANECDOTE

In 2012 Ngā Kākano's Private School management, staff and whānau decided collectively that they would enter the 2012 Polyfest Māori stage for the very first time. The management and staff had very little knowledge of what it took to prepare for this event. Knowing their shortfall the school put it out to the whānau for any support in making this dream a reality for their children.

The response was overwhelming. The school had 9 whānau members put their hand up to teach kapa haka, 6 whānau came forward to do tā moko, 3 whānau came forward to make uniforms from scratch, 3 whānau came forward to do hair and make-up and at least 10 other whānau members rostered on to assist in kai preparation and fundraising. More than 30 whānau members 25 of which were not previously engaged in a school activity threw themselves into the event.

Ngā Kākano's Private School went on to win many first place awards and coming 2nd overall.

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

Response

The school will work with whānau and community in order to support them in becoming more involved in the learning process by:

- Ensuring first and foremost their child is a success, or makes huge improvements in a short period of time. It is widely known that a successful student inevitably leads to parent support, participation and communication. It is abundantly evident with the support shown to winning sport teams as opposed to loosing sport teams.
- Establishing a productive partnership with organisations which can provide Positive Parenting Programmes and Parents as First Teacher classes through the school to the community, i.e. Te Whānau o Waipareira Trust;
- Ensuring whole families are involved in developing and owning their child's Individual Learning Plan and understanding the commitment required to achieve the goals set out in the plan;
- Ensuring our leading-edge environment of success, acceptance, belonging and security is maintained and whānau **WANT** to support the learning of their child(ren) as well as other students attending Ngā Kākano o te Kaihanga Kura Hourua;
- Ensuring issues are discussed at length at community hui, with strategies put in place to address them.
 - d) communicate with parents/families/whānau and community concerning the school's progress and achievements

Response

Ngā Kākano o te Kaihanga Kura Hourua will communicate with whānau and community concerning the school's progress and achievements through:

- Word-of-Mouth
- Whānau and Community hui
- Newsletter
- School Website
- School Facebook page
- School YouTube page
- Local media
- End-of-Year Prize Giving
- School Assembly
- 15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

Response

The relationship Ngā Kākano o te Kaihanga Kura Hourua will build with community agencies and organisation that serve our students are:

- Mutually beneficial relationships which requires the partner organisation to embrace the guiding principles of the school as well as be able to provide students with leading-edge environments;
- Relationships that co-create value. Utilising the knowledge stored in each organisation, to co-create value for both the partner organisations and the school;
- Relationships that are transparent, where knowledge sharing is uninhibited, and communication is open and two way;
- Productive, responsive and can provide strong accountability to whānau, hapū and iwi.
- 16. Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.

Response

The below tables outline productive partnerships Ngā Kākano o te Kaihanga Trust has made that would enrich the learning opportunities for students.

EDUC	EDUCATION					
PRIMARY AND SEC	ONDARY SCHOOLS					
Hoani Waititi Marae	Partner in Sport					
Te Kura Kaupapa Māori o Hoani Waititi						
Hebron Christian College	Partner in overseas mission trips					
Hato Petera	Partner in Sport					
Massey High School	MoU for External Examinations					
The Correspondence School	Supplier of NZQA resources					
Te Rumaki Reo o Ngā Puna o Waiorea -	Partner in Kapa Haka					
Western Springs College						
UNITEC	Potential partner in Mātauranga Māori					
	Meeting scheduled for March 10					
Te Whānau o Waipareira Trust	Partner in delivering Kip McGrath					
NCEA Campus	Delivery of quality tutoring					

EDUCATIONAL SUPPORT SERVICES						
Auckland Primary Principals Association (APPA)	Member					
National Libraries	Partner in providing educational programmes, literature material as well as experience and exposure for our Business Students					
Waitakere Library	Partner in providing educational programmes in Library					
The Young Enterprise Trust	Deliverer of the Young Enterprise Scheme – Business Studies					
He Oranga Poutama	Student Leadership Programmes and Sport Initiatives					
Reframe	Alternative Education					
NCEA Campus	Subject Specialist					

BUSINESS COMMUNITY					
Project Studios	Partner in providing experiential				
	learning and leading-edge environments				
	in Music and Performing Arts				
FirstTec	Sponsor of our IT network and partner				
	in co-creating value with the school to				
	deliver greater student success				

COMMUNITY ORGANISATIONS						
Lystra Trust	Supporter of local outreach activities					
Don Oliver Trust	Supporter of local outreach activities					
Māori Womens Welfare League	Partner in providing experiential					
	learning and leading edge					
	environments in Te Ao Māori					
Mike Chunn - Play it Strange	Partner in providing dynamic teaching					
	practices in Music					
Keep Waitakere Beautiful Trust	Partner in providing experiential					
	learning and engagement at community					
	level					
Waitemata District Health Board	Vision and Hearing tests					
	Rheumatic Fever programme					
Henderson Intermediate Dental Clinic	Dental Services					
Variety	Student funding support					

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

Response

Ngā Kākano o te Kaihanga Kura Hourua will utilise Te Aho o te Kura Pounamu as provider of four subjects per student for Year 9-13 students. With in-school teaching staff and subject specialist, the reliance on Te Aho is manageable.

How this will work in practice is:

- 1. Students choose four subjects from Te Aho's complete list with Math and English being compulsory for Yr 9 11 students,
- 2. Ngā Kākano admin staff will enrol students into their chosen subjects on-line and prepare student timetables,
- 3. For Yr 9 11 students the curriculum is posted to each student, if work is not received before due date, work can be accessed online. For Year 12 13 students their curriculum will be completely delivered online,

- 4. Students work through the books or online with the assistance of the in-school teaching staff as well as subject specialist,
- 5. Once the book or online component is completed it is checked and signed off by the teaching staff, copies are made or files saved and sent off to Te Aho where it is marked, graded, commented and sent back either as completed or requiring a re-submission,
- Once required information has been received, Te Aho posts/emails internal assessments to the teaching staff, these assessments are completed by the student as per the NZQA guidelines and standards,
- 7. External assessments will be sat at Massey High School.

RESEARCHED EVIDENCE

This model has been utilised in Tu Toa and has produced high academic achievement rates for their students.

- 18. Explain and provide evidence to support your proposed school calendar setting out:
 - a) the daily hours of operation;

Response

Ngā Kākano o te Kaihanga Kura Hourua will operate within the hours of 8:45am – 3:00pm as per normal school hours.

b) indicative student timetables; and

Response

Indicative timetable for New Entrant to Yr 4 students

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LANGUAGE Alphabet- Linking Words	LANGUAGE Formal writing *simple sentences using words	LANGUAGE Games	UNIT STUDY Science concepts	ART
Spelling Words- Dictionary work	*Narrative writing			
Reading programme	Reading Programme	Mathematics	Mathematics	Kapa Haka
Physical Education	Health Social Sciences	Physical Education	Technology	Spelling test for week Homework check Tidy class environment

Indicative timetable for Yr 4 – 8 students (Middle School)

T.	MANE	TUREI	WENEREI	TAITE	PARAIRE
8:45 AM - 9:15 AM			ASSEMBLY		
9:20 AM - 9:30 AM		СН	ECK ALL MARKED WO	DRK	
9:30 AM - 11:00 AM	MATHEMATICS & STATISTICS	MATTEMATIDE & STATISTICS	SCIENCE	SOCIAL SCIENCES	TE REO MĀORI
11:00 AM - 11:30 AM			MORNING TEA		
11:35 AM - 1:00 PM	ENGLISH	ENGLISH	SCIENCE	TE REO MÃORI	THE ARTS
1:00 PM – 2:00 PM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2:05:00 PM - 2:45:00 PM	HEALTH	PHYSICAL EDUCATION	TECHNOLOGY	PHYSICAL EDUCATION	THE ARTS
2:45:00 PM - 3:00:00 PM			ASSEMBLY	_	*

Indicative timetable for Yr 9 – 13 students (Junior and Senior High)

	MANE	TUREI	WENEREI	TAITE	PARAIRE				
8:45:00 AM - 9:15:00 AM			ASSEMBLY						
9:30:00 AM - 9:45:00 AM	CHECK MARKED WORK								
9:45:00 AM - 11:00:00 AM		COMPLETI Any work you are unsure	E SUBJECTS (4 TE K e about, write it in your boo	URA SUBJECTS) k ready for the tutorial ses	sion				
11:00:00 AM - 11:30:00 AM			MORNING TEA						
11:45:00 AM - 1:30:00 PM	TUTORIAL 1	TUTORIAL 2	TUTORIAL 3	TUTORIAL 4	КАРА НАКА				
	IF YOU DO NO	T HAVE A TUTORIAL SESSI	ON CARRY ON WITH YOUR	CORE SUBJECT					
1:30:00 PM - 1:45:00 PM		LUNCH	2	LUNCH					
1:45:00 PM - 2:15:00 PM	LUNCH		LUNCH	-	LUNCH				
2:15:00 PM - 2:45:00 PM	CORE SUBJECT	FITNESS SESSION	CORE SUBJECT	SKILLS SESSION	КАРА НАКА				
2:45:00 PM - 3:00:00 PM			ASSEMBLY						

c) How the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

Response

The school day will be organised as per the above timetables.

The school terms will be set out as per normal New Zealand school terms with forty weeks in the year split into four terms.

Individual student assessment will take place in the first week of Term 1 with an Individual Learning Plan developed with the teacher, student and whānau within a week of the assessment. The school will implement a 3 week review cycle, with all findings communicated with the student and whānau and if required an adapted plan developed together. For new students starting throughout the year, an assessment will take place and an Individual Learning Plan developed within the first 3 weeks of their enrolment.

School wide assessments will be conducted annually and based on the findings will either be reviewed half-yearly or annually.

Staff appraisals will be conducted annually and based on the findings will either be reviewed half-yearly or annually.

Where ever possible professional development will be scheduled during the school holidays, however on instances where this is not possible a reliever will be contracted to cover days where staff are performing professional development.

Parent-Teacher conferences will be held at the end of each term as well as during the development and review of Individual Learning Plans. Whānau hui will be held at the beginning of each term and as is required. i.e. to discuss a decision to be made or partnership to be solidified.

All extra and co-curricula activities will be confirmed at the beginning of each term and allowances will be made to add extra and co-curricula activities to the term throughout the year where the benefit for students outweigh the loss caused by not taking on the activity. An example of this taken from Ngā Kākano's Private School is, Polyfest Māori Stage is confirmed at the beginning of the year for Term 1. However, the 'Turangawaewae' Project with Te Puna Mātauranga o Aotearoa.

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

Response

Ngā Kākano's Private School has experience educating students who have been excluded from school due to gang affiliations, swearing and verbally abusing students and staff, fighting and drug abuse, etc. Whilst still ensuring their students and teaching staff a provided with an environment of mutual respect.

Ngā Kākano o te Kaihanga Kura Hourua will duplicate Ngā Kākano Private School's philosophy and methodology in educating these type of students. Through observation, Ngā Kākano's Private School has been able to achieve great results with these students through a zero tolerance attitude to disrespecting yourself (student), staff, student property, school property and peers. The form of discipline used at the school includes whānau hui where the issues are discussed and a plan is developed. Making it plain and simple to the student that his/her life expectations and quality of life will decrease drastically should they continue on this destructive path. This form of discipline is delivered to the whānau and student with a lot of love, grace and commitment shown by staff.

Ngā Kākano o te Kaihanga Kura Hourua's philosophy and methodology regarding student behaviour, discipline and participation in school activities will be:

- The school will provide an environment that supports the philosophy of success, belonging and acceptance, where positive behaviour is celebrated and rewarded, where focus and determination are critical components to success and participation in all school activities is compulsory;
- Full participation in all planned activities and curricula is required;
- Effectual communication of expected behaviour and consequences for not delivering the desired behaviour;
- Staff who are empowered to connect, engage and motivate students;
- Timetabled structures that cater for the learning styles of students.
- 20. Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).

Response

Our Health and Safety Manual is attached as Appendix 2.

- 21. Detail your proposed professional development plans for teachers, administrators and other school staff, including:
 - a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities

Response

Ngā Kākano o te Kaihanga Trust Board of Trustees and Ngā Kākano o te Kaihanga Kura Hourua Leadership Team will be involved in the design and identification of professional development opportunities by holding a 'Creating a Professional Development Plan' seminar with all staff. In this seminar the board of trustees, leadership team and staff will work together to identify the needs of the Māori students and what their priorities are, the needs of the staff and their areas of expertise, and develop an individual plan for each staff member on areas they need to strengthen and/or broaden in order to better service Māori students as well as strengthening and broadening their areas of expertise for continual improvement and betterment of themselves and the school, leading to high level of quality education for the target priority learner group.

Ngā Kākano o te Kaihanga Kura Hourua Leadership team will be involved in the design and identification of teacher, administrator and other school staff professional development plan by:

- Being involved in the implementation of a School Wide Assessment tool to identify strengths and weaknesses of the organisation;
- All staff and management will discuss the findings as a group and a school wide professional development plan will be developed, implemented, monitored and reviewed together. Where ever possible professional development will be scheduled during school holiday periods, however in instances where this is not possible the school will commandeer relieving staff to allow staff members to attend;
- Individual Professional Development opportunities will be identified through staff appraisals, a meeting will be held with management and the individual staff to discuss the findings and create a professional development plan that will be implemented, monitored and reviewed together regularly;
- Professional Development courses will be sourced through our productive partnerships with community organisations;
- Management will be required to maintain a constant observation of the running and the atmosphere of the school. Where there is an area identified both formally and informally, management will be required to respond accordingly.

An approach of, 'We'll be Better, They'll be Better,' with management, staff, administration staff and all other staff will be adopted to ensure the highest quality provided.

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

Response

N/A

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

Response

Our professional development plans will strengthen and enhance our teaching practices, curriculum delivery and learning environments by identifying areas of opportunity for

improvement. Our regular review and adaptation cycle will ensure our approach of, 'We'll be Better, They'll be Better' will be successful.

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

Response

N/A

7 BUSINESS PLAN

- 23. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:
 - a) Governance;
 - b) Management;
 - c) Administration; and
 - d) Subcontract arrangements (if applicable). Response



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

Response

Ngā Kākano o te Kaihanga Kura Hourua will establish a parent/whānau advisory group within the school which will comprise of five members including a kaumātua and kuia. This group will be responsible for supporting the kaupapa of the school as well as enhancing the communication between the school and whānau. The group will report to the principal in a written form to be presented by the principal to both the Ngā Kākano o te Kaihanga Trust Board and Ngā Kākano o te Kaihanga Kura Hourua Management team who will respond accordingly.

Ngā Kākano o te Kaihanga Kura Hourua will maintain open and transparent communication with whānau through whānau hui and community hui. Ngā Kākano o te Kaihanga Trust Board and Ngā Kākano o te Kaihanga Kura Hourua Management Team will see tauira, whānau and community as critical components of the operations of the school. Ngā Kākano o te Kaihanga Kura Hourua will work hard in ensuring the school meets the mental, physical, spiritual, social and cultural needs through high collaborative process which include whānau hui, wānanga, parent-teacher meetings and informal discussions.

- 25. Provide two detailed implementation plans covering:
- a) The period from gaining approval to the opening of the school.
- b) The period from the opening of the school to the end of the first year.

Response

The period from gaining approval to the opening of the school. July 2014 – January 2015

			diy 2014 - 08	211661			
	July	August	September	October	November	December	January
Promote School				vertise for new enro tworks, partnership mouth			
Gain Enrolments		,					
Advertise for Staff		Advertise vacan	cies through our partr networks, the ed		ry providers, our		
Recruit Staff					through a rigo	didates are put rous screening cess	
Induct Staff						Professional Deprovided for s	
Increase capacity of current provisions		Purchasing o	n new resources, furn	iture, ICT, sports ed classroom size	quipment, playgrour	d. Increasing	
Professional Development for current staffing				current and new wide profession	w staff to work toge onal development pl	nent Plan' workshop ther to develop indiv ans. These will look increasing the capac	ridual and school at professional

	including retraining to perform new roles.
Planning and Development of Quality Management Systems in expectation of roll growth	Board of Trustees and Management Team review organisation to ensure financial, Health and Safety, Environmental and academic quality management systems are current and effective as well as analysis of necessary changes to be made in response to roll growth.
Securing Premises	Purchase/Lease premise
Formalising of partnerships	Productive partnerships for the provision of innovative education are formalised through Partnerships and Memorandum of Understandings.

The period from the opening of the school to the end of the first year February – December 2015

	February	March	April	May	June	July	August	September	October	November	December
Implement Staff Professional Development Plans	Individual an	d Schoo	l-Wide	profess	sional d	evelopment plans through sta			wed and a	dapted througho	ut the year
Implementing sound Appraisal System					discustant and apprint	Appraisals will e conducted, eviewed and essed individually as a collective. dings from the raisals will help m professional elopment plans.					
Induction/orientation	Induction and orientation hui will be implemented for students, whānau, staff, partners, and our community										
Implementing, reviewing and adapting QMS	Quality Manage					ented, monitored nagement Team,					njunction with
School wide assessment					as effec	school wide sessment of tiveness will be					1

	communicated and adapted.
Individual learning plans in conjunction with the student and whānau will be developed	IPLs will be reviewed, communicated, adapted and carried with student and whānau out throughout the year.

- 26. Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components
 - a) Financial forecast (budget)
 - b) Balance sheet
 - c) Student Roll
 - d) Staffing levels

Response

Please included in the excel template a breakdown of staff numbers and salary.

- 27. Detail the amount and terms of any funding (additional to funding to be provided by the Crown) that is to be provided to the school, including:
 - a) what you propose this funding will be used to provide; and
 - b) The relationship between the school and the funder.

Response

N/A

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

Ngā Kākano o te Kaihanga Board of Trustees Policy

Rationale

This policy outlines the procedures to be used by our school in the management and control of our financial resources.

Objectives

- To utilise our financial resources in achieving the goals and objectives set out in the School Charter.
- To maintain accountability for the control of our financial resources.

1. Finance Committee

- a) A Finance Committee will be appointed by the Board of Trustees.
- b) This committee will be responsible for the implementation of financial policy and management.
- c) The committee will comprise:

- i. The Board of Trustees Treasurer
- ii. The Principal
- iii. The Office Manager.

2. Consultancy advice

a) The Board of Trustees recognises that it may not always have access to financial expertise within the community. If the need arises, appropriate resources will be obtained from financial consultants.

3. Bank accounts and investment policy

- a) Only one cheque account will be maintained by the school. This account will be used for the receipt of all income and for the payment of all accounts.
- b) The account will be kept with a registered bank.
- c) Sufficient funds are to be maintained to meet all obligations.
- d) Funds surplus to day to day operations are to be transferred to an Interest Bearing Account with a registered bank in order to maximize the return on interest.
- e) Cheques will be signed by any of the two following people:
 - i. The Office Manager and
 - ii. The Principal or Deputy Principal.

4. Internet Banking

- a) Online banking transactions will be authorised by the Principal and administered by the Office Manager.
- b) The Office Manager and the Principal will have passwords for access into the Business Online account.
- c) Online banking payments will only be made from the school's 00 account

5. Budgeting

- a) Each year the finance Committee will prepare a financial plan which identifies
 wages, staff leave, property maintenance and purchases of assets,
 resources and provisions and materials to support teaching and learning.
- b) Each year the Finance Committee will prepare an operating budget and a capital budget. This must have staff input.
- c) Charter goals and objectives and the views of Staff, Board and the School Community will be considered when preparing the budgets and financial plan.
- d) The Board of Trustees is to make adequate provision to meet its commitment to the long-term financial plan.
- e) Drafts of the budgets and financial plan will be presented to the Board and staff in November. Both drafts should be finalised and approved at the December Board meeting.
- f) Budgets will be reviewed by the Finance Committee each June or July. The outcome, including any recommendations for amendments, will be reported to the Board's July or August meeting.

6. Ordering

a) Ordering of goods and services is the responsibility of the Principal, who may delegate all or part of this function to others.

7. Authorisations

- a) Accounts are to be authorised for payment by the Principal.
- b) Expenditure is to be contained within the annual budget and total monthly expenditure contained within the monthly cash flow budget.
- c) Expenditure outside of budget requires the approval of the Board of Trustees.

8. Reporting

- a) Monthly reporting is to be provided to the Board of Trustees on the status of our financial resources.
- b) The Treasurer is required to report on any significant expenditure outside budget, and if investments fall below the level needed for the financial plan.
- c) Annual reports are to be produced in accordance with the requirements of Public Sector Accounting Concepts.
- d) The financial year will end on the 31st December.

9. Audit

- a) Accounts will be audited annually by the Auditors appointed by the Board of Trustees.
- b) The Audit report will be presented to the Board of Trustees at the May meeting.
- c) The Treasurer, or his/her appointed nominee, is responsible to check the internal procedures are being followed and that income/accounts are being coded to the correct budget categories. This will be checked monthly on receipt of this information from the Office Manager.

10. Fundraising

- a) As a general statement of direction the Board of Trustees has agreed that normal operational costs should be met from operations grant monies.
- b) Expenditure of the funds raised by the School Council for the school will be determined in consultation with the School Board of Trustees and Principal and reflect goals and priorities identified in School Charter and Annual Plan.

11. Procedures

- a) All income and expenditure shall be passed through the bank account.
- b) All income must be supported by completed receipts or advice of monies received. All payments must be supported by an invoice or other descriptive documents.
- c) All accounting records must be retained for seven years in order to comply with taxation requirements.
- d) Control and management of the day-to-day accounting system is the responsibility of the Principal and Office Manager.
- e) It is expected that the daily operational functions will be delegated to the Office Manager who will ensure that the following are done. Tasks may be delegated to Office Assistant.
 - i. Attend to the collection, receipting, recording and banking of all cash.
 - ii. Monitor the cheque account balance and arrange for transfer of funds to/from as required.
 - iii. Ensure all invoices are authorised prior to payment.
 - iv. Prepare accounts for payment and code correctly.
 - v. Prepare bank account reconciliations.

12. Assets and reserves

a) Assets are defined as items or groups of items costing at least \$500 (GST excl.) and with a life expectancy of at least two years.

13. Policy review

a) This policy shall be reviewed Bi-Annually.

Reviewed March 2013. Next review date March 2014.

The types and levels of insurances as are necessary and appropriate as under:

Management Liability insurance covering

- 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.

29. Outline your proposed facilities, including:

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

Response

Ngā Kākano o te Kaihanga Trust will seek to purchase s 9(2)(b)(ii) OIA

The Trust will engage with the Ministry of Education for permanent occupancy of the premise either through long-term lease or outright purchase.



The Futures West building was constructed by the Ministry of Education – Special Education in 2000 at a cost of \$1.5m. It was constructed as part of the Ministry's Innovative School Learning Spaces programme. The building was built to offer an attractive and functional space for holistic programmes which would include teaching and learning, family meetings, counselling, health check and therapy sessions. Curved walls, muted colours, and plenty of outside access and vistas were included to create a calming environment. The building is attractive and makes students proud to attend. The building has glass walls for safety; everybody can see what is happening in every space. Classrooms are carpeted, well lit, have good acoustic qualities and plenty of display space. It is eminently suitable for the operation of a school.

Our financing plans for acquisition will be finalised once discussions with the Ministry of Education have taken place and we have come to an agreement.

The expansion plans of school facilities to match the projected roll numbers include acquiring and developing the vacant land allowing for the current premise to service the expected roll growth. Funding plans are yet to be developed for the construction and resourcing of a new building.

We will attract staff as needed through our partnerships with tertiary providers as well as seeking out potential candidates within our community, hapū and iwi.

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

Response

In developing an Asset Management Plan the aims will be to:

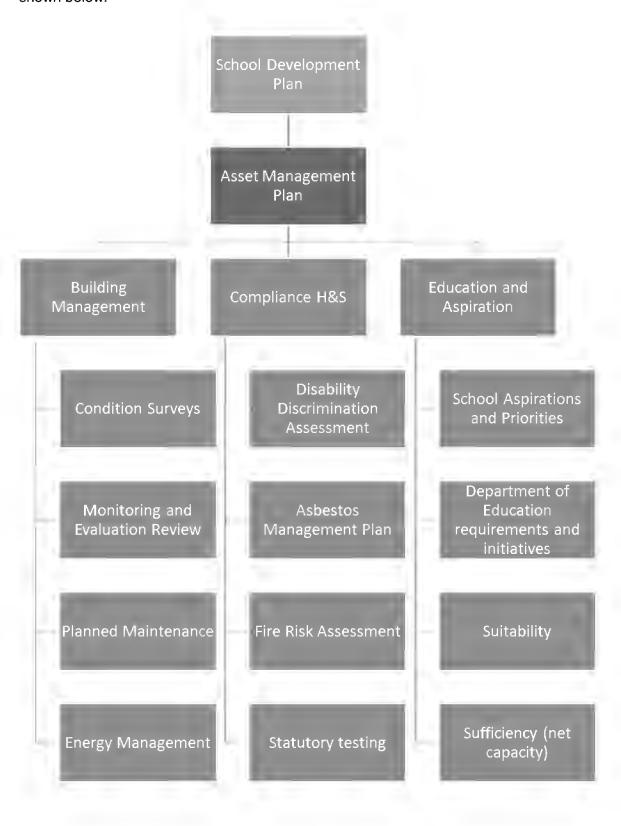
- Maintain high standard of educational achievement;
- Ensure the efficient and effective management and use of school buildings;
- Maintain and develop the school to meet the needs of children in the community;
- Reflect the needs of ICT-based education:
- Provide 'Best Value' and maximise value for money;
- Reflect the core values of Te Ao Māori, including kaitiakitanga, ako, Poutama and tangata-whenua;

In developing an Asset Management Plan the objectives will be to:

- Provide an agreed basis for decisions on spending;
- Assist the Board of Trustee, Management Team and Administration develop plans for our school;
- Maximise opportunities to secure funding for school premises;
- Provide assurance to all those involved in the process as well as external parties that capital projects are soundly based and represent good value for money.

The Asset Management Plan will ensure provision of sufficient number of school places and Surplus Place removal as well as repair, improve and replace existing school buildings. A net capacity assessment will assist in identifying an indicated admission number, so as to assist with our sufficiency. The maintenance of existing school buildings will ensure school sites and buildings are fit for purpose, provide an appropriate learning environment and meet legislative requirements.

In developing our asset plan we will consider three main areas, building management, compliance and education and aspiration. Under each will be 4 sub considerations as shown below.



8 OPERATIONS PLAN

31. Explain how the school will:

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

Response

To acquire the proposed roll of 110 students in 2015 we will promote enrolment opportunities through:

- Whānau network:
- Reframe Alternative Education;
- The Māori Womens Welfare League;
- Marae meetings;
- Public notice boards:
- Word of Mouth;
- Local newspaper;
- Community Hui;
- Te Whānau o Waipareira Trust;
- Special Education Services;
- Child, Youth and Family;

Our focus on Māori excelling and enjoying success as Māori will be a value and service not currently provided within the current network and is a value whānau and students want access to.

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

Response

We will publicise our school through:

- Whānau, Community and Church networks,
- Partnerships such as the Māori Womens Welfare League, Te Whānau o Waipareira Trust, Zeal,
- Local community newspaper
- Social media,
- Local events such as Polyfest 2014, Ngā Manu Kōrero 2014,
- End-of-Year Prize Giving
- Marae Noho

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

Response

Ngā Kākano o te Kaihanga Kura Hourua will attract whānau within our target priority learner groups, through a referral process similar to that of Ngā Kākano's Private School. Through the promotion of the school within whānau and community networks listed within this applicaltion, we will be engaging with the population who are not engaged in their child's learning.

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

Response

Ngā Kākano o te Kaihanga Kura Hourua will work with organisations that can assist in marketing to whānau within our target priority learners group. They are:

- Alternative Education (Reframe)
- HealthWEST
- Waitemata District Health Board
- Māori Womens Welfare League
- Waitakere Police
- Zeal
- Special Education Services
- Waitakere Sport
- He Poutama Oranga
- The Hub
 - e) If proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Response

N/A

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

Response

Our Enrolment Procedure will be as follows:

- 1. School is contacted about possible enrolment.
- 2. A time and day is set to see the school and meet with the principal.

- 3. A pack is forwarded which will include a copy of the Prospectus, Application Forms, and other relevant information.
- 4. Parents and all children over 13 years old should read the Prospectus.
- 5. The whānau meet with the principal who explains the culture and expectations of the school.
- 6. Application forms can then be filled out. A separate Application Form is required for each student.
- 7. When all necessary forms have been received, they will be checked by staff, representatives of Ngā Kākano o te Kaihanga Trust and Ngā Kākano o te Kaihanga Kura Hourua Management team.
- 8. All whānau are notified either by word or by letter of the outcome of their application.

Ngā Kākano o te Kaihanga Kura Hourua will hold a pōhiri at the beginning of each term for new cohort of students who have enrolled over the Christmas and School holidays. Ngā Kākano o te Kaihanga Kura Hourua will announce new enrolments throughout the term at the morning assembly and allow for a time of whakawhānaungatanga. Each new student is then buddied with a current student who will show manāki aroha.

The school will enrol any child no matter the backgrounds, behavioural and academic needs, and will commandeer the support required to ensure each child succeeds.

As has been stated throughout this application, the environment set by the school is an integral component to the success of the student.

This enrolment process is aligned with the Educations Review Office report on Indicators of an Inclusive school for students with high needs.

The proposed timeline for enrolling students will be from August 2014 – February 2015.

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

Response

Ngā Kākano o te Kaihanga Kura Hourua recognises its responsibility to be proactive with regard to behavioral 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.

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

Response

POSITION - ROLE	NAME	QUALIFICATION
	Board of Trustees	
Chairperson	Position will be held by a member of the Board	Job Description Attached
Accounting and Finance		Job Description Attached
Legal Advisor	Bernard Allen LLB	C.V.Attached
Education		C.V Attached
Community Leader	John Tamihere	C.V. Attached
Business Strategy and Planning	Arohanui Vause	C.V. Attached
Secretary of the Board	Laurel Tito	C.V. Attached
	School Leadership	
Principal	Te Rangi Allen	C.V. Attached
Community Liaison		Job Description Attached
HoD Business	Arohanui Vause	C.V. Attached
HoD Māori		Job Description Attached
HoD Sport	- = -\a \O\	C.V. Attached
Junior School Academic Manager	Veronica Allen	C.V. Attached
Middle School Academic Manager		Job Description Attached

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

Response

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

- 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 references.
- Show strength in innovation, initiative, leadership, team work, collaboration, exploration and motivation.
- They must be able to actively participate in extracurricular activities in order to form relationships and trust with the students.

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

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

Response

STANDARD SOUGHT	Key Indicators	
TEACHING STAFF		SCHOOL LEADERS
All teaching staff	will be fully registered	
WHANAUNGATANGA: Actively engages in respectful working relationships with Māori learners, parents and whānau, hapū, iwi, and the Māori community	Has respectful working relationships with Māori learners and their whānau which enhance Māori learner achievement. Actively seeks ways to work with whānau to maximise Māori learner success.	Is visible, welcoming and accessible to Māori parents, whānau, hapū, iwi and the Māori community. Actively builds and maintains respectful working relationships with Māori learners, their parents, whānau, hapū, iwi and communities which enable Māori to participate in important decisions about their children's learning. Demonstrates an appreciation of how whānau and iwi operate.
		Ensures that the school/centre, teachers and whānau work together to maximise Māori learner success.
MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language	Displays respect, integrity and sincerity when engaging with Māori learners and their whānau, hapū, iwi and communities.	Actively acknowledges and follows appropriate protocols when engaging Māori parents, whānau, hapu, iwi and communities.
and culture	Demonstrably cares about Māori learners, what they think and why. Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities.	Communications with Māori learners are demonstrably underpinned by cross-cultural values of integrity and sincerity. Understands local tikanga and Māori culture sufficiently to be able to respond appropriately to Māori learners, their parents, whānau, hapū and Māori community about what
	Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design	happens at the school. Leads and supports staff to provide a respectful and caring

	processes.	environment to enable Māori achievement.
	Can describe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting	Actively acknowledges and acts upon the implications of te Tiriti o Waitangi for themselves as a leader and the school.
TANGATA WHENUATANGA: Affirms Māori learners as Māori — provides contexts for learning where the identity, language and culture ('cultural	Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning.	Consciously provides resources and sets expectations that staff will engage with and learn about the local tikanga, environment, and community, and their inter-related history.
locatedness') of Māori learners and their whānau is affirmed	Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history and language to	Understands and can explain the effect of the local history on local iwi, whānau, Māori community, Māori learners, the environment and the school.
	support classroom teaching and learning programmes.	Actively acknowledges Māori parents, local hapū, iwi and the Māori community as key stakeholders in the school.
	Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning.	Ensures that teachers know how to acknowledge and utilise the cultural capital which Māori learners bring to the classroom in order to maximise learner success.
AKO:	Consciously plans and uses pedagogy that	Actively displays a genuine commitment to
Takes responsibility for their own	engages Māori learners and caters for their needs.	Māori learner success.
learning and that of Māori learners	Plans and implements programmes of learning which accelerate the progress of	Consciously sets goals, monitors and strategically plans for higher achievement levels of Māori learners.
	each Māori learner identified as achieving below or well below expected achievement levels.	Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels.
	Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feed-	Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus.

	forward. Validates the prior knowledge that Māori learners bring to their learning.	Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement.
	Maintains high expectations of Māori learners succeeding, as Māori.	Actively ensures that Māori learners have access to high quality, culturally relevant programmes and services.
	Takes responsibility for their own development about Māori learner achievement.	Is personally committed to, and actively works on their own professional learning and development with regard to Māori learner achievement.
	Ensures congruency between learning at home and at school.	
WĀNANGA: Participates with learners and communities in robust dialogue for the	Uses specific strategies and protocols for effective communication with Māori parents, whānau, hapū, iwi and community.	Actively encourages and supports Māori parents, whānau, hapū, iwi and community to determine how they wish to engage about important matters at the school.
benefit of Māori learners' achievement	Communicates effectively with Māori parents and whānau about their child's learning.	Actively supports and leads staff to engage effectively and appropriately with Māori parents, whānau and the Māori
	Engages with Māori learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning.	community. Actively seeks out, values and responds to the views of Māori parents and whānau.
	Acknowledges and accesses the expertise that Māori parents, whānau, hapū and iwi offer.	Engages the expertise of Māori parents and whānau in the school for the benefit of Māori learners.
AKO: Takes responsibility for their own learning and	Consciously plans and uses pedagogy that engages Māori learners and caters for their	Actively displays a genuine commitment to Māori learner success.
that of Māori learners	needs. Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement	Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners.
		Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels.

	levels. Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feedforward. Validates the prior knowledge that Māori learners bring to their learning. Maintains high expectations of Māori learners succeeding, as Māori. Takes responsibility for their own development about Māori learner achievement. Ensures congruency between learning at home and at school.	Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. Actively ensures that Māori learners have access to high quality culturally relevant programmes and services. Is personally committed to, and actively works on, their own professional learning and development with regard to Māori learner achievement.
MANAAKITANGA: Demonstrates integrity, sincerity and respect towards Māori beliefs, language and culture	Displays respect, integrity and sincerity when engaging with Māori learners and their whānau hapū, iwi and communities. Demonstrably cares about Māori learners, what they think and why. Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes. Can desribe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting.	Displays respect, integrity and sincerity when engaging with Māori learners and their whānau hapū, iwi and communities. Demonstrably cares about Māori learners, what they think and why. Displays respect for the local Māori culture (ngā tikanga ā-iwi) in engaging with Māori learners, their parents, whānau, hapū, iwi and communities. Incorporates Māori culture (including tikanga ā-iwi) in curriculum delivery and design processes. Can desribe how the Treaty of Waitangi influences their practice as a teacher in the New Zealand educational setting.

AKO: Takes responsibility for their own learning and that of Māori learners	Consciously plans and uses pedagogy that engages Māori learners and caters for their needs. Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. Actively engages Māori learners and whānau in the learning partnership through regular, purposeful feedback and constructive feedforward. Validates the prior knowledge that Māori learners bring to their learning. Maintains high expectations of Māori learners succeeding, as Māori. Takes responsibility for their own development about Māori learner achievement. Ensures congruency between learning at home and at school.	Actively displays a genuine commitment to Māori learner success. Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners. Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels. Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus. Provides and supports ongoing professional learning and development for staff that strengthens the school/centre's ability to raise Māori learner achievement. Actively ensures that Māori learners have access to high quality, culturally relevant programmes and services. Is personally committed to, and actively works on, their own professional learning and development with regard to Māori learner achievement.
TANGATA WHENUATANGA: Affirms Māori learners as Māori — provides contexts for learning where the identity, language and culture ('cultural	Harnesses the rich cultural capital which Māori learners bring to the classroom by providing culturally responsive and engaging contexts for learning.	Consciously provides resources and sets expectations that staff will engage with and learn about the local tikanga, environment, and community, and their inter-related history.
locatedness') of Māori learners and their whānau is affirmed.	Actively facilitates the participation of whānau and people with the knowledge of local context, tikanga, history, and language to support classroom teaching and learning	Understands and can explain the effect of the local history on local iwi, whānau, Māori community, Māori learners, the environment, and the school. Actively acknowledges Māori parents, local hapū, iwi and the

	programmes.	Māori community as key stakeholders in the school.
	Consciously uses and actively encourages the use of local Māori contexts (such as whakapapa, environment, tikanga, language, history, place, economy, politics, local icons, geography, etc) to support Māori learners' learning.	Ensure that teachers know how to acknowledge and utilise the cultural capital which Māori learners bring to the classroom in order to maximise learner success.
WĀNANGA: Participates with learners and communities in robust dialogue for the	Uses specific strategies and protocols for effective communication with Māori parents and whānau.	Actively encourages and supports Māori parents, whānau, hapū, iwi and community to determine how they wish to engage about important matters at the school.
benefit of Māori learners' achievement	Communicates effectively with Māori parents and whānau about their child's learning.	Actively supports and leads staff to engage effectively and appropriately with Māori parents, whānau, hapū, iwi and the Māori community.
	Engages with Māori learners, whānau, iwi, hapū and Māori communities in open dialogue about teaching and learning.	Actively seeks out, values and responds to the views of Māori parents, whānau, hapū, iwi and the Māori community.
	Acknowledges and accesses the expertise that Māori parents, whānau, hapū and iwi offer.	Engages the expertise of Māori parents, whānau, hapū, iwi and the Māori community in the school for the benefit of Māori learners.
AKO: Takes responsibility for their	Consciously plans and uses pedagogy that engages Māori learners and caters for their	Actively displays a genuine commitment to Māori learner success.
own learning and that of Māori learners	needs. Plans and implements programmes of learning which accelerate the progress of each Māori learner identified as achieving below or well below expected achievement levels. Actively engages Māori learners and whānau in the learning partnership through regular,	Consciously sets goals, monitors, and strategically plans for higher achievement levels of Māori learners.
		Actively prioritises Māori learner achievement, including accelerated progress of Māori learners achieving below or well below expected achievement levels.
		Implements a teacher appraisal system that specifically includes Māori learner achievement as a focus.
	purposeful feedback and constructive feed-	Provides and supports ongoing professional learning and development for staff that strengthens the school's ability to

	forward.	raise Māori learner achievement.	
	Validates the prior knowledge that Māori learners bring to their learning.	Actively ensures that Māori learners have access to high quality culturally relevant programmes and services.	
	Maintains high expectations of Māori learners achieving as Māori.	Is personally committed to, and actively works on their own professional learning and development with regard to Māori	
	Takes responsibility for their own development about Māori learner achievement.	learner achievement.	
	Ensures congruency between learning at home and at school.		
They must have at least five years teaching experience.	All teaching staff and school leaders must have a minimum of five years' experience educating Māori students and working with whānau, hapu, iwi and Māori communities.		
	SCHOOL STAFF		
All staff must show excellence in the			
expertise for the position being applied for with credible references. They must show innovation and improved outcomes, such as system and process improvement du application of their innovation		comes, such as system and process improvement due to the	
All staff must have experience in Christian education and/or working with			
Māori students, as well as evidence of recent successes with educating Māori	Demonstrate how the applicant will add value to the school, tauira, whānau, hapū and iwi.		
and/or working in a Christian and/or Māori organisation.	Ability to provide input into leading-edge educational methods, delivery methods and various approaches to education.		
They must show active Christian commitment.	All staff must be willing to come under the kaupapa of the school and uphold all aspects of the school completely.		

Have strong recommendations.	Quality assurance
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.

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

Response

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
 - Qualifications

- iv) Strengths
- Christian and or Māori education experiences v) Christian commitment ii)

iii) Training others

vi) Recommendations from

- iv) Teaching experience
- 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
- 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
 - School responsibilities (c)
 - 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.
- I) 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

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

Response

All policies will aligned with the Ministry of Education's collective and individual agreements such as the:

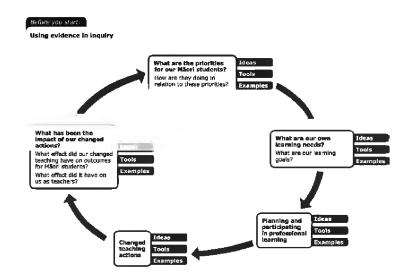
- Primary Teachers' Collective Agreement 2013-2015
- Secondary Teachers' Collective Agreement 2013-2015
- Support Staff in Schools' Individual Employment Agreement
- School Caretakers' and Cleaners' (including Canteen Workers) Individual Employment Agreement
- Kaiarahi i te Reo, Therapists', ATSSD, Special Education Assistants' Individual Employment Agreement
- Primary Teachers' Individual Employment Agreement
- Primary Teacher (fixed term) Reliever Individual Employment Agreement
- Secondary Teachers' Individual Employment Agreement
- Primary Principals' Individual Employment Agreement
- Secondary Principals' Individual Employment Agreement
- Area School Principals' Individual Employment Agreement

Source: http://www.teachnz.govt.nz/teaching-in-new-zealand/salaries/

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

Response

Our collective approach to teacher assessment and appraisal, our philosophy of 'We'll Be Better, They'll Be Better' and our culture of success and excellence ensures our entire organisation pushes for betterment, for the sake of ourselves, our students, our whānau, hapū and iwi.



http://appraisal.ruia.educationalleaders.govt.nz/Inquiry-cycle

Our appraisal system as displayed well by the above evidence inquiry cycle by Ruia depicts a cycle of education betterment as well as satisfying the priorities and learning needs of both the student and the teacher.

- 40. If you propose to use volunteers and/or contractors, outline:
 - a) the roles (where not disclosed in section 10(v) of this form);
 - b) How they will be identified, vetted and trained.

Response

N/A

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

Response

Attached as Appendix 2.

9 Acceptance of Draft Agreement

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

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

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

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

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

10 Assumptions, Risks and Caveats

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

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

11 Applicant Declaration

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

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

	derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.	
Conflict of interest:	The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.	agree / disagree
Ethics:	The Applicant warrants that in submitting this Application it has not: entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor 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). 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.	agree / disagree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree / disagree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree / disagree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree / disagree

Declaration:	The Applicant declares that in preparing this Application it: has provided complete and accurate information in all parts of the Application, in all material respects 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. The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.	agree / disagree		
DECLARATION				
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.				
This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.				
Signature:				
Full name:				
Title / position:				
Date:				

12 Applicant Check List

The checklist is included for your reference only.

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

CHAIRPERSON

Purpose

The President leads, oversees, and is ultimately responsible for all functions of the school, ensuring its continued growth and development, continuity, and financial stability. The Chairperson serves as Chair of the Board of Directors.

Responsibilities

New directions and planning

- Provide and foster vision.
- Foster new ventures and committees as appropriate.
- Manage the strategic planning process, guide the plan's implementation, and review the plan at least annually (usually at the spring Board meeting).

Financial

- Work with the Treasurer to develop annual budget, and work with Treasurer and management company to oversee finances.
- Seek out fundraising opportunities, work with vendors/supporters and government agencies.

Board

- Lead the Board.
- Organize and conduct Board and Executive Committee meetings.
- Delegate responsibility and provide support to Committee Chairs.
- Work with Nominating Committee Chair and Leadership Development Committee Chair to recruit new Board members and officers.

Management

- Represent the organization by negotiating, signing, and managing contracts.
- Ensure that organizational actions conform to By-Laws.
- Empower Board members, Committee Chairs, and others to perform their roles.
- Notify Board members who are not fulfilling their responsibilities.
- Oversee the organization's administration, including managing the relationship with association management company and/or executive director.

Program and Public Relations

- Oversee use of the Nga Kakano "brand",
- Serve as Nga Kakano's official representative to other organizations and groups (national and international), as well as in regard to grants, opinions, proposed legislation.

- Oversee association's public programs, including annual conference and website.
- Work with vendors as necessary.

Annual Conference

- Work closely with Conference Chair(s) on upcoming/current conference.
- Recruit and work with conference keynote speakers.
- Recruit and work with major conference sponsors.
- Work with association management company and Executive Committee to determine conference venues at least two years in advance.
- In collaboration with full Board, develop future conference themes.

Qualifications

- Active Nga Kakano Board service and commitment to organization.
- Management experience including supervision of employees and budgets.
- Ability to manage many priorities at once.
- Communications and/or public speaking experience.
- Employer support to the extent that business may be conducted during the work day.
- · Travel support from employer very helpful.

Time Commitment

- The Chairperson's term is one year, beginning at the annual conference.
- · Conduct all Board meetings in person or via telephone, travel to two Board meetings per year,

Support

The President is supported by the other Executive Committee members, Board of Directors.

FINANCE OFFICER

Purpose

The finance officer has primary responsibility for management and control of Nga Kakano's funds as well as the overall fiscal health of the organization. The Finance officer works with the staff of the school to ensure that proper records are maintained, and that they reflect the current financial condition of Nga Kakano. These records include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). The Finance officer also works with the Board Chairperson and the Finance Committee Chair (if other than the Treasurer) to implement fiscal policy and procedures.

Responsibilities

- Maintain control of all Nga Kakano's funds.
- Serve as one of two official signatories on invoices and checks.
- Participate in preparing the budget.
- Serve as Finance Committee Chair.
- Attend all Board and Executive Committee meetings.
- Collaboratively guide the school's day-to-day operations by serving on the Board of Trustees.
- Ensure that accurate books and records of financial condition are maintained.
- Ensure that assets are protected and invested according to organization policy.
- Ensure that Nga Kakano complies with corporate and statutory reporting requirements.
- Ensure that comprehensive financial reports to the Board are prepared in a timely and accurate manner.
- Ensure that complete records are available to the individual or individuals preparing annual financial statements.
- Perform all duties incidental to the office of the Finance officer.

Qualifications

- The Treasurer must display a commitment to Nga Kakano as well as an understanding of Nga Kakano as an organization (its principles, mission, goals, and services), and of the responsibilities and relationships of governance, management, and paid and volunteer staff. The Treasurer must also:
- Understand the needs of Nga Kakano's services, as well as its financial and human resources.
- Understand record keeping, accounting systems, and financial reports.
- Be able to work with the staff of the management company and auditors as necessary.

Time Commitment

- The Finance and Accounting term is one year, beginning at the annual conference.
- Term may be renewed.

Reporting

The Finance reports to the Board Chairperson and to the Board.

Support

The Finance person is supported by the Board President, Finance Committee, and school staff.

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2nd March 2014

To Nga Kakano o Te Kaihanga Trust

Tena Koe e Te Rangi

We are writing to thank you as tumuaki (principal) for your support for Maori students whom have such profound relationship difficulties they are unable to sustain a school placement in mainstream. We have observed significant change in the students we referred to your kura in wairua, ahuatanga and motivation to want to attend and engage in education.

It would seem that your "we care" philosophy, that underpins the wairua of the school, settles the anxieties and insecurities unsettled tamariki present with. The kura's holistic approach to including organisations, whanau, hapu, and iwi as co-creators in the educational pathway of your tamariki mokopuna appears to increase identity and connection for Maori to succeed as Maori.

In the case of one specific student where there was an inability to socially and emotionally sustain mainstream schooling (7 previous school, including residential experiences and an inability to settle with caregivers (5 caregiver placements) we have observed a significant change. He is settled and engaged in the curriculum and is able to play co-operatively with other students. Prior to his engagement in Nga Kakano, this student did not identify as Maori. It would seem that a kura that is based on kaupapa Maori demonstrates the valuing of identity, language and culture. The kura's view of each child contributing, appears to have established a sense of belonging and motivation to embrace being Maori for this student.

The kura's overall willingness to accept the most difficult students, failing in mainstream settings, is testament to your dedication to education for Maori. We observe a noticeable difference in attitude of the students we have placed in your kura and an improvement in self belief, self value and self efficacy. The philosophy of acceptance, achievement, belonging and excellence are foundations for Maori success.

We look forward to continued collaboration with the tūmuaki and the kaiako (teaching staff) of Nga Kakano.

Yours sincerely,

Kearoa Mokaraka, Maori Educational Specialist, Kuia Kalakata Albert Tepania, Maori Educational Specialist, Kaumatua Elizabeth Orsborn, Educational Specialist/Psychologist . It is a supplier to the second of a compact of

NGĂ KĂKANO CHRISTIAN REO E RUA KURA

School Safety Manual

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NGĀ KĀRANO O TE KAIHANGA KURA

SCHOOL SAFETY MANUAL

RATIONALE

A Christian organisation should ensure it offers its staff and students a safe and clean working environment.

PURPOSES

- 1. To provide a safe, clean, healthy workplace
- 2. To establish safe methods and safe practices
- 3. To allow and encourage personal satisfaction and employee happiness
- 4. To comply with legislative requirements

GUIDELINES

- 1. The School Board will provide safe, clean and healthy working conditions for all students and staff.
- 2. Staff will assist the School Board in identifying possible and real workplace hazards.
- 3. The School Board will eliminate and/or reduce known or possible identified hazards.
- 4. All injuries will be thoroughly investigated and recorded in an Employee Accident Register.
- 5. The Principal will report to the School Board any serious accident (or near miss) involving serious injury which occurs in the school or during an off-site school activity.
- 6. First aid treatment will be provided by school staff to any person injured on the school premises or at an off-site activity. Professional help will be sought in cases of more serious injury.
- 7. An emergency evacuation procedure will be provided and practiced every term.
- 8. The school will provide a smoke-free environment for all staff and pupils.
- 9. Physical, mental, emotional and sexual harassment will not be tolerated at this school. Staff training will be offered to help eliminate this undesirable behaviour.

PROCEDURES

GENERAL PUPIL SAFETY, HEALTH & HAPPINESS

- a) Mocking & Teasing
 - i) All forms of pupil-to-pupil teasing, mocking, ostracism or general harassment will be prohibited. Incidents involving such must be dealt with immediately and effectively. Any unresolved issues must be brought to the Principal's attention.
 - ii) All forms of racism and sexism are prohibited
- b) Bullying & Fighting
 - i) Bullying in all its forms is detestable and is thus banned
 - ii) Fighting, both play and serious, is prohibited.
- c) Sexual Relations & Harassment
 - i) All forms of sexual relations and/or harassment between pupils or staff and pupils are prohibited.
 - ii) Any such incidents are to be referred to Senior staff or the School Board for investigation.
- d) Pupil Health
 - i) A child who is sick or has a contagious disease should not attend school but must stay at home until the condition is treated and the child gains full health.
 - ii) A child who becomes sick at school or is injured will be treated in the school Recovery Room.
 - iii) All Recovery Room treatments will be recorded in the Pupil Accident Register and signed by the teacher or staff member offering the treatment.
 - iv) The parents of a sick or injured child will be contacted by phone and, where practicable, they will be asked to collect their child and take him/her home or seek further medical advice/help.
 - v) A child found to be unwell or infected with a medical condition or pest problem (eg. hair lice) will be given a note to take home informing his/her parents of the condition and asking them to treat it immediately.
 - vi) In the event that a contagious disease or condition (eg. hair lice) is discovered, the classroom teacher will inform the parents of all children in that class and ask them to help reduce the spread of the disease/problem by examining their own child and treating him/her properly so that the infection does not spread further.
- e) Clothing & Jewellery
 - i) The school uniform is designed to be healthy, safe and practical. The proper uniform items must be worn and they should be worn correctly.
 - ii) Ear studs can only be worn by girls, one simple stud in each ear.
 - iii) Senior secondary girls only are permitted to dye their hair with a natural colouring.
 - iv) Hair below collar length must be tied up at all times.
- f) Cigarettes, Drugs & Alcohol
 - i) All pupils are banned from using or carrying cigarettes, drugs or alcohol in the school grounds, on a school trip or off-site while dressed in the school uniform.
 - ii) The breaking of the above requirements will result in serious repercussions eg. suspension or expulsion.

GENERAL STAFF SAFETY, HEALTH & HAPPINESS

- g) Working Conditions
 - i) The School Board will provide safe and health working conditions for staff.
 - ii) Classrooms, toilets, corridors and administration areas will be regularly cleaned by the caretaker.
 - iii) Staff identifying any possible hazardous conditions in the workplace will inform the Principal who will record the identified hazardous condition in the "Identified Hazardous Conditions" book.
 - iv) The Principal will do all in his power to eliminate/minimise the identified hazardous condition. If this is beyond his ability or power, he will inform the School Board and ask it to attend to the matter.
 - v) A staff member who injures him/herself in the workplace will seek medical help and record the injury in the "Employee Accident Register". Serious accidents (or near misses) should be recorded in writing and the nearest OSH office informed.
- h) Professional Conduct
 - i) All staff will be expected to act at all times in a professional manner towards their students, fellow staff members, Senior staff, parents of pupils and members of the School Board. Any deviation should be addressed using the principles of Matt 18 otherwise standard grievance procedures should be followed (see School employment contract).
 - ii) Students view staff members as role models and therefore each staff member should act in a manner that portrays Christ-like qualities and demonstrates the behaviour principles that Jesus taught and espoused.
- i) Sexual Harassment
 - i) Sexual propriety and Biblical morality is expected from every staff member.
 - ii) All forms of sexual harassment are prohibited.
- i) Smoking
 - i) As Ngā Kākano o te Kaihanga is a Smoke-free school, the smoking of any product is prohibited within in school grounds and within the sight of students
 - ii) All Ngā Kākano employees are strongly encouraged to refrain from all forms of smoking.

EMTRGENCY PROCEDURES

FIRE

- iii) In the event of an outbreak of fire, raise the alarm immediately by operating the nearest fire alarm switch. (The local Fire Department will be automatically alerted when this is done). The playground bell will be rung continuously for the purposes of a practice evacuation.
- iv) Upon hearing the fire alarm bell, all pupils and school staff will evacuate their rooms in a quiet and orderly fashion under the control of the class or group teacher. Teachers will lead their children to the Emergency Assembly Area on the Junior Field following a route of least danger and under the supervision of their area warden.
- v) Using the class attendance register, call the roll. Notify the Senior Fire Warden (Principal) that all are present or else who is missing. Selected staff will search for missing pupils if necessary but under no circumstances will pupils re-enter buildings during an emergency.
- vi) Ensure all smoke doors are closed. Gas mains must be turned off by a delegated staff member. It is not considered necessary to close windows.
- vii) The following staff will check these areas:

(a) Whaea Darlene

Medical Room, Girls Toilets & Changing Room

(b) Whaea Veronica

Boys Toilets & Changing Room

(c) Whaea Aroha

Classrooms

(d) Whaea Rukuwai

Play areas

viii) If the alarm is sounded during an interval, all pupils will proceed to the Emergency Assembly Area and line up in class lines for a roll call.

EARTHQUAKE

- ix) In the event of an earthquake (intermittent ringing of bell for drill purposes), all staff and pupils will drop to the floor and crawl under a table or desk with backs facing window areas and stay there until the earthquake is over (or the bell stops ringing).
- x) Evacuation of all buildings and roll checking should then take place as outlined under FIRE drill.

VOLCANIC ERUPTION

- xi) Volcanic eruptions rarely happen suddenly and without a slow build up of activity.
- xii) However, in the event of a sudden eruption, all staff and pupils must stay indoors to avoid being hit, smothered, etc. by rocks, dust, and/or poisoned by harmful gases.
- xiii) A school evacuation plan will be announced and everyone will leave the school in a safe and orderly manner. Under no circumstances will teachers or pupils leave the school without permission.

INTRUDERS

- xiv)In the event of an intruder or dangerous activity occurring (chemical spill) the intruder bell will be rung (short..long..short..long rung). Children and staff will remain in/or return to their rooms (Sec to devotion rooms) and wait for further instructions. Children must remain calm.
- xv) The office should be notified as soon as practicable when a person of undesirable intent enters the school grounds or buildings so that the police, armed offenders squad, etc. can be quickly summoned if necessary.

NOTE:

- xvi)Furniture should never be placed in such a position that doors and emergency exists are obstructed.
- xvii) Children should be taught the location of fire alarm switches around the school and shown how to use them in a genuine emergency.
- xviii) Teachers are reminded that, by law, they may be required to stay at the school for up to 72 hours after an emergency in order to take care of the students under their care.
- xix)A list of disabled people (staff/pupils) will be kept in the office for NZ Fire Service info.
- xx) Fire hoses and extinguishers must not be played with under any circumstances. Operating a fire extinguisher unnecessarily will necessitate the testing and refilling of the extinguisher at a cost of approx. \$30 to the offender.

Warning Bells:

xxi)Fir	e & Volcanic: (continuous)
xxii)	Earthquake: (intermittent)	
(iiixx	Intruder: (short/long ring)	

EDUCATION OUTSIDE THE CLASSROOM

- k) Use E.O.T.C. to enhance learning
- 1) Endeavour to provide experiences outside the school environment as early as possible in our children's education
- m) Ensure, where possible, that children are not excluded from participating in E.O.T.C. programmes
- n) All EOTC activities must be pre-approved by the Principal before parents or students are informed. Information needed will include:
 - i) Class or group undertaking trip
 - ii) Purpose of trip and its educational benefit(s)
 - iii) Duration
 - iv) Venue or trip course
 - v) Basic programme
 - vi) Adult supervision details
 - vii) Approx. costs
 - viii) Risk factors
- o) E.O.T.C. activities involving overnight stays and/risk will require School Board approval.
- p) A Trip Permission form must be completed and handed to the Principal at least 2 days before trips are undertaken (5 days before an overnight camp). Final approval must be gained from the Principal who will sign the Trip Approval form.
- q) A Risk Analysis and Management form must be completed for all activities involving significant risk.
- r) Written permission must be gained from a parent/guardian when planning visits outside the classroom. (A short visit to a site close to the school may be undertaken without written consent but must be with the Principal's knowledge and agreement).
- s) Transport used for EOTC activities will be chosen taking into account the following factors:
 - i) Size of group (small groups use cars, large group use a hired bus)
 - ii) Distance to travel
 - iii) Gear associated with activity
- t) Students travelling in a private car must all be seat-belted. The car driver must be fully licensed and the car must have a current WoF and be in a safe condition.

FIRST AID TREATMENT

- u) Injuries to students and staff will first be assessed and treated at the school in the Recovery Room where the injury or sickness is such that professional help is not needed immediately.
- v) Only adults will treat children. The Playground Duty Teacher will treat minor playground injuries or call another staff member in the case of a more serious injury.
- w) The School Secretary, Miss Rowe, will be notified of any children confined to the Recovery Room and she will monitor their well-being and recovery during the day.
- x) All injuries will be recorded in the Pupil Accident Register (see accompanying example).
- y) Parents will be notifies by phone of more serious injuries or sickness and asked to take their child home or seek further medical advice/help.
- z) Staff will be regularly trained in First Aid treatment by professional groups (eg. St.Johns) and staff will be encouraged to attend First Aid course and gain certification.
- aa) Trip First Aid kits will be stored in the Recovery Room and updated after each trip. Inventories must be checked off and signed

HAZARD IDENTIFICATION

- bb) Staff will be asked on a regular basis to identify hazards and possible hazards about the school and inform the Principal.
- cc) Identified hazards will be recorded in the Identified Hazards Register kept in the Principal's Office.
- dd) The Principal will endeavour to eliminate the identified hazard or minimise its risk as soon as possible. Any major concerns will be reported to the School Board for further attention.

PLAYGROUND EQUIPMENT

- ee) Adventure playgrounds will comply with all Playground Safety requirements and in particular will have safe-fall material at the base.
- ff) Playground equipment will be regularly checked by the school caretaker and any defects repaired immediately. Compacted bark will be raked to loosen it.

INTERNET POLICY

The use of the Internet at Ngã Kākano o te Kaihanga Kura

The Internet is to be made available to staff, students and community members under the following conditions.

Staff:

• All staff whether part time, full time, teaching staff or non-teaching staff are allowed access to the Internet in accordance with the following provisions.

All Internet use shall be for the purpose of:

- 1. Providing information for students or for the teachers of students such that they may have a better understanding of subject matter.
- 2. For the up skilling of staff through research and procurement of information via the internet.
- The use of the Internet phone system using accounts that are set up and paid for individual departments and controlled by departmental heads. This shall only be used for educational purposes.
- Use of the Internet shall be permitted once staff have sat and received a licence to use the Internet. The test is to ensure that all staff are competent to use such a service. Courses shall be run at regular intervals in order that all staff can receive such up skilling.
- Use of the Internet for personal use is not permitted other than for exchange of E mail. Internet use using the WWW and Internet phone and fax services shall be for school purposes only.

Students:

Students shall be able to use the Internet under the following conditions:

An application to use the Internet shall be sent home and returned signed by the relevant caregivers. The policy statement and a code of conduct will form the basis of the documentation that the caregiver and the students agree to.

This application enables the student to receive instruction in the use of the Internet including E mail and World wide web access.

Upon finishing the appropriate course the student can sit a test of proficiency and they will then be issued with a licence that will need to be signed by the caregiver and the student and then laminated. In order to use the Internet the student must have their licence on display at the computer terminal that is in use.

The following code of conduct will be adhered to by all students who use the Internet within the school

Guideline 1: General statement

• The Internet is provided for the education of and the improved delivery of curriculum material. Students are encouraged to make use of the services to this end.

Guideline 2 : E mail

- E mail is provided for students to make contact with other students in the interest of education.
- All E mail material is written off line.
- All mail will make use of customary greetings and salutations.

- E Mail boxes will e checked at least once every three days and all incoming mail will be appropriately filed or deleted.
- Information sent via E mail shall be constructive, informative or inquiring in the interest of both the sender and receiver.
- Spelling and grammar will be checked and approved by monitors or staff before any messages are sent.

Guideline 3 Use of service

- No profanity, obscenities, or any other language that could be construed as such is to be used in any E
 mail messages.
- No private information is to be distributed to other parties at any time. This includes reposting of information sent by another party.
- The network is not be used by any student for personal gain or illegal activity.
- Deliberate attempts to gain access to WWW, FTP, Gopher or Telnet sites containing material of pornographic, racially or religiously offensive, illegal or offensive material will be dealt with as a serious breach of school rules.
- Downloading of material must be scanned for viruses at all times and any deliberate attempt to spread viruses through the network will be dealt with by the management of the school.
- All copyright, privacy and international laws are to be abided by at all times.

Guideline 4: Accounts

- At no time are students to place orders for goods or services over the Internet using the school name, title or funds.
- E mail accounts are set up for the intended user only. Use of other student's accounts to send and receive E mail is unacceptable.

Guideline 5: Liability

- Ngā Kākano Kura is not, and cannot be held responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data.
- Ngā Kākano Kura has taken all possible precautions to maintain safety of all users and these
 guidelines are written and enforced in the interest of all users' safety and effective use of the Internet.

Students that abuse any of the guidelines:

Students who make minor infringement of the guidelines will be dealt with by the students Internet Committee. The committee will be comprised of five students elected by their peers to maintain the guidelines. The committee will draw up a series of punishments for those students that choose to infringe the above guidelines. These punishments will revolve around suspension of the students licence for varying amounts of time or work that is productive with net benefits to other users of the Internet.

For serious offences matters will be referred to the Computer Site Manager and they will deal with the issues as directed by the school discipline policy.

Members of the public

The Internet may be used by members of the public in controlled situations with a staff member or other member of the public nominated to run such an event. Members of the public will be expected to conform to the same guidelines as expressed above although a formal signing of an agreement is not necessary.

At all times the person nominated to be in charge shall do all in their power to ensure that these guidelines are adhered to.

Such session shall be run such that Ngā Kākano Kura receives an income from such events.

PROTECTED DISCLOSURE POLICY

Rationale

Each Board of Trustees is required to comply with the provisions of the Protected Disclosures Act 2000.

Purpose

• To assist employees to make disclosures about serious wrong doing and to provide them with protection for making such disclosures.

Guidelines

- A protected disclosures is a disclosure by an employee about a serious wrong doing by Ngā Kākano Kura, its Board of Trustees or individuals within the Board of Trustees or School, whether a permanent or temporary employee or contractor.
- 2. A serious wrong doing includes any act or mission or course of conduct that:
 - Involves an unlawful, corrupt or irregular use of school funds or resources
 - o Constitutes a serious risk to public health or safety or to the environment
 - Poses a risk to the maintenance of the law including the prevention, detection and investigation of offences and the right to a fair trial
 - Constitutes a criminal offence
 - Is oppressive, improperly discriminatory or grossly negligent or that constitutes gross mismanagement
- 3. Any employee of the school or member of the Board of Trustees can make a protected disclosure. This includes contractors, temporary staff and former employees.
- 4. Anyone who wishes to make a protected disclosure must have some ground to believe that their disclosure is true i.e. it must be witnessed by the discloser or there is documentation to support the disclosure; it cannot be based on simple rumour or speculation.
- 5. There is a prescribed procedure set out in the employee guidelines that must be followed in order that the discloser has legal protection from any retaliatory or disciplinary action. The procedure is set out in the Protected Disclosures Act Employee Guidelines.
- 6. The school will ensure that employees are aware of the Protected Disclosures Act 2000.

Protection for Employees under the Act

The Act gives certain protections to employees who make disclosures in accordance with the legislative procedures. These are that:

- The employee's identity will be kept confidential to the greatest extent possible
- Retaliatory action or discrimination against someone on the grounds that they have made a disclosure under the Act is unlawful
- An employee cannot be dismissed or be disadvantaged in their employment due to making a disclosure in accordance with these procedures
- An employee who makes a disclosure will also have immunity from civil, criminal or disciplinary proceedings relating to their disclosure

The protections do not apply if the employee has knowingly made a false accusation or has otherwise acted in bad faith; i.e. made an allegation out of revenge or spite.

Remedies are available to any employee who experiences retaliatory action due to making a disclosure, including:

- Talking to the Principal, Deputy Principal, any of the Senior Teachers or the Chairperson of the Board of Trustees
- Complaining to an Appropriate Authority (see below)
- Having a personal grievance for the purposes of the Employment Relations Act 2000

Process

- 1. Disclosures can be made verbally or in writing, including email. Employees are encouraged to make protected disclosures to either the Principal, Deputy Principal, any of the Assistant Principals or the Chairperson of the Board of Trustees in the first instance.
- 2. Employee confidentiality will be maintained wherever possible except in circumstances (as outlined in the Act) where it is essential:
 - a. To the effective investigation of the alleged serious wrongdoing
 - b. To prevent serious risk to public health or public safety or the environment
 - c. Having regard to the principles of natural justice
- 3. The Principal is required to investigate all disclosures that fall within the definition of the Act and report the outcome of each investigation, and any remedial action as appropriate, to the discloser within 20 days. In cases where the Principal is personally involved or associated with a serious wrong doing, the Chairperson of the Board of Trustees will investigate and report on the outcome of the investigation to the discloser.

Other Authorities to which Disclosures can be made

- Disclosures can be made to external agencies but only in extraordinary circumstances. For
 example, where there is imminent threat to the health and safety of individuals or where the
 employee believes that the Chairperson of the Board of Trustees is personally involved, or
 associated with the person who is involved, in a serious wrongdoing.
- 2. The Protected Disclosures Act stipulates an Appropriate Authority is one of the following:
 - An Ombudsman
 - The Commissioner of Police
 - The Solicitor-General
 - The Director of the Serious Fraud Office
 - The State Services Commissioner
 - The Controller and Auditor-General
 - The Health and Disability Commissioner
 - The Parliamentary Commissioner for the Environment
 - The head of a Government department; e.g. Secretary of Education
- 3. A disclosure may not be made to a Minister of Crown in the first instance unless, an employee has gone through the disclosure procedure and continues to believe, on reasonable grounds, that serious wrongdoings is occurring but that either:
 - a. The School, Board of Trustees and the Appropriate Authority have decided not to investigate the disclosure; or
 - b. No progress has been made in the investigation by the School, Board of Trustees and the Appropriate Authority within a reasonable time; or
 - c. The School, Board of Trustees and the Appropriate Authority have investigated the disclosure but have taken no action nor recommended any action in respect of the matter.

Ratified by Board:	Signed for B.O.T.	Date
Reviewed:	Signed for B.O.T.	Date

BULLYING POLICY

RATIONALE

Bullying, by its very nature and the ill will and hurt it produces, is an un-Christian and cruel act and is prohibited at Ngā Kākano Kura. The very opposite is promoted: "Love thy neighbour as thyself". All members of the school community have a right to feel safe and secure at all times.

DEFINITION

Bullying is defined as aggressive behaviour that has the intent to hurt another person or intentionally exclude them, it is often repeated, persistent, involves someone getting hurt or being excluded and the person doing the bullying gaining enjoyment from seeing the distress of another.

PURPOSE

- 1. To help staff identify bullying when and where it occurs.
- 2. To provide clear procedures to deal with bullying.
- 3. To teach all staff these procedures.
- 4. To teach students and staff how to relate to others without the need to bully.
- 5. To support and restore those who have experienced bullying.
- 6. To provide a safe and happy school environment.

GUIDELINES

- Staff and students will be taught the nature of bullying, how to recognise the signs of bullying and also the effect bullying can have on a person, particularly a child.
- Staff members will be expected to be vigilant in noticing bullying either in the classroom or the playground.
- When bullying is identified, staff must investigate every incident and follow procedures to deal with it.
- Students will be given clear guidelines on how to respond if they are the recipients of a bully's attention.
- Students who are bullied will be offered support.

ARTICULATION OF POLICY

- The Principal will present and explain this policy to staff at staff meetings and require all staff members to follow the policy.
- The Principal and elected others will explain to staff the procedure to be followed in dealing with bullying and require all staff members to follow this procedure
- The Bullying Policy will be published in the School Family Information Booklet, in the Secondary School Handbook and referred to in the weekly school newsletters from time to time.
- Students will be told in classrooms and assemblies that bullying is prohibited at NGĀ KĀKANO O TE KAIHANGA KURA and children found to be bullying will be disciplined accordingly.

When bullying is identified, a staff member will undertake the following:

- 1) Interview the victim(s) and the bully(ies) and learn what happened, when it happened, the frequency and extent of the bullying and any other pertinent information.
- 2) Offer support, teaching and encouragement to the victim, being aware of psychological damage to the victim's self-esteem. Provide the victim with positive reinforcement and assist them to an understanding and belief that he/she does not deserve to be bullied.
- 3) Discipline the bully(ies) according to the severity of the bullying (see Primary Discipline Policy). Suggestions include:
 - i) Acknowledgement of bullying and offer of apology and request for forgiveness
 - ii) Exclusion from free time play
 - iii) Lunchtime detention or alternative tasks
 - iv) Home detention including letter to parent

Check with all parties concerned that things have improved after a week or agreed upon time.

- 4) Follow-up incidents of bullying by recording such on the student's Cumulative Record card.

 A student found to have bullied on more than one occasion will be sent to the Team Leader for discipline.
- 5) If bullying persists, arrange a meeting with the child and his/her parents where a written warning will be issued. The consequence of a third incident of bullying could be suspension or expulsion.

Ratified by the Trust Board 17/02/03

SMOKING AND DRUG-USE POLICY

PREAMBLE

Smoking cigarettes, pipes, cigars, as well as the use of illegal substances is a habit that more and more people and professional medical people are regarding as not only dangerous but lethal not only to the user but to people living or working with them. It is also seen as a waste of money. From a Christian point of view, it defiles the body which the Bible says is the temple of the Holy Spirit. Smoking and drug-use, therefore, can only be regarded as a detestable and destructive habit which should be totally avoided by Christians of any age.

SCHOOL POLICY

- NGĀ KĀKANO O TE KAIHANGA KURA will provide a totally smoke-free and drug-free environment.
- Students and staff (teaching and non-teaching) will not smoke tobacco or any similar products anywhere within the buildings or grounds.
- Organisations or individuals using school facilities will be informed of the school's Smoking and Drug-Use Policy and must agree in writing to comply with this policy as a condition of use.
- Contractors and others working within the school property are to be advised of the school's smokefree and drug-free policy and that the policy applies to them whilst on the property.
- Smoke-free signs will be displayed at the main entrances to the school and in the school foyer.
- Job applicants will receive a copy of the school's smoke-free and drug-free policy upon receipt of their application.
- Parents of new enrolments are to be advised of the school's smoke-free and drug-free policy when enrolling their child(ren).
- Both staff and students will be strongly encouraged to avoid smoking outside school hours.
- This Policy will be reviewed in consultation with staff at least every twelve months.
- Complaints with regard to this policy should be made in writing to the Principal or the School Safety Officer.

ARTICULATION OF POLICY

This policy will be published in the School prospectus, in the Secondary School handbook and referred to in the weekly school newsletters from time to time.

POLICY INFRINGEMENTS

Students found smoking or using drugs during school hours or on school trips/camps, etc. will be suspended for 3 days and a school/parent conference will be organised gain agreement that no further smoking or drug-use will take place. If there is a second infringement, another school/parent conference will be called and the pupil may be suspended again or expelled from the school.

RUBBISH AND CLEANING PROCEDURE

Ngā Kākano Kura will contract cleaners within our whānau. The cleaners must follow the checklist provided at front desk and utilise the cleaning products provided in the cleaning cupboard. Only cleaners must access the cupboard and all children are prohibited from this area. An inventory must be kept and any cleaning products running low must be communicated to the administrator who will place an order. Gloves must be used at all times. Cleaning products will be colour coded and utensils used in areas where food is held must not be used in bathrooms and toilets.

BEHAVIOUR MANAGEMENT PROCEDURE:

Actions for Behavioural Management:

Awhina:

- 1. Remind the child about appropriate behaviour and the class rules.
- 2. If inappropriate behaviour persists direct the child to sit outside the classroom to think about their behaviour.
- 3. After a brief period, speak to the child and ask them to explain their actions and work with them on determining the consequences of their actions and better choices and appropriate action, should this situation arise again.
- 4. If inappropriate behaviour persists either:
 - Increase the supervision, for example bring the child to work by the supervisor.
 - Remove the child from the group to give them time to reflect on their actions.
- 5. If two children are having a disagreement they may choose to use the "Rakau Korero" and take turns to speak to each other about their feelings. (A lesson will have been previously given to the children so that they are aware of this procedure.) While speaking, the children will be encouraged to reach a solution. After a solution is reached, or the children have moved on from their difficulty, they place their hands on the stem of the rose and say in union We declare peace!
- 6. Use the Tepu Rangimarie for conflict resolution.
- 7. Depending on the severity and persistence persists inform the Principal. The Principal will discuss with the parents strategies and work together with the parents towards a solution to the problem.

HAZARDS AND RISK MANAGEMENT

The safety of children and adults at the programme will be ensured by:

- Identifying and recording all potential hazards at the centre and any other venues used. This will be done by filling out a Risk Analysis Management System form for each programme.
- Assessing the risk to staff and programme participants of all identified hazards.
- Putting controls in place to remove or minimise the risks.
- Using the WCC health and safety standards to train staff on safe work practices.
- Regular inspections by staff to check that hazards have not changed
- Compliance with all relevant codes of practice and regulations
- Having a sun-safe policy in place, which must be followed by children and staff.

All employees are to be involved in hazard identification, and information on identified hazards will be made available to staff.

Health and safety information will be discussed at staff meetings where staff is informed of all health and safety policies and regulations.

Accidents and Emergency procedures

A first aid kit will be kept at the centres and taken on excursions along with emergency contact numbers. The first aid kit will be stored out of reach of the children. It is the responsibility of the supervisor to ensure that it is maintained and well stocked.

At all times at least one staff member who holds a current first aid certificate must be on site.

In the event of any accident to either children or staff, the following procedure will be followed:

- 1. Staff will immediately inform the supervisor.
- 2. Appropriate first aid will be administered.
- 3. If a child needs medical attention, parents will be contacted to ascertain if they would prefer to take the child themselves or would they prefer staff to take them to the medical centre of their choice. If parents or alternative contacts are unavailable, the child will be taken to the nearest available medical facility.
- 4. If a serious injury occurs, parents will be notified and an ambulance called. If it is not possible to call and ambulance, children may be transported in a private vehicle.
- 5. The accident will be recorded by staff in the accident and incident book and parents notified at the end of the day.

All accidents to staff and children will be recorded and investigated. An accident involving serious harm will be reported to OSH as soon as possible after its occurrence and the prescribed accident form submitted to OSH within seven days.

If a child is emotionally traumatised the following procedure will be followed:

- 1. Staff will calm the child.
- 2. Parents will be contacted.
- 3. The Child Adolescent & Families Mental Health Service will be contacted if required.

Collection Procedure

To ensure that children in our care are collected by authorised adults only, the following procedures must be adhered to:

- 1. When a child is first registered at the centre, the enrolment form must be completed by the parent(s)/guardian(s) detailing those adults who have parental responsibility and any other responsible adults (over 16 years) who are authorised to collect the child. This must be updated by the parent/s if there are any changes to these arrangements and staff must be kept informed. Parent/s must inform the staff who will normally be collecting the child and always inform them if someone else is going to collect the child, giving them a description and assigning a password.
- 2. If an unknown or unauthorised person arrives to collect a child then under no circumstances must you release the child to them even if the correct password is given. Contact the parents/carers immediately to inform them that you cannot release the child. If required contact the police if the unknown person is suspected to be an intruder (follow

the Intruder Procedure)

- 3. If a known person arrives to collect a child but is not the normal person who collects and you have not been informed that they are collecting the child that day, then you must first contact the parents to check the child can be released, ensuring they give you a description and password.
- 4. If a known person arrives to collect a child but is not in a state which you deem suitable to care for a child (e.g. acting violently or under the influence of alcohol or other substances) then you must not release them. Call another authorised person to come and collect the child.
- 5. In the event of parental disputes that have not been through the courts (where both parents had registered their child on the original contract); we cannot prevent the child from being collected by either parent as long as they are both known to the nursery. The other parent must be contacted to inform them that their child has been collected. The child's best interest and welfare are of paramount importance and every effort should be made to

avoid distressing scenes in front of the child. A Working in Partnership meeting should be held with both parents to come to a mutual arrangement. The exception to this is where we suspect the child to be at risk from this parent — in this case you must not allow collection by this parent and safeguarding procedures must be followed.

- 6. In the event of parental disputes that have not been through the courts (where only one parent had registered their child on the original contract); we cannot allow the other parent to collect the child without authorisation from the parent who has signed the contract.
- 7. In the event that there is a court order in place detailing custody or access rights by a parent then we will adhere to this and place a copy on the child's file.
- 8. All children must be signed out by the parent/guardian on drop off and pick up.

FIRST AID KIT INVENTORY

DATE(S) USED:		
TEACHER/GROUP:		
CHECKED BEFORE USE []	CHECKED AFTER USE [7

ITEM NO. ACTUALSTATUS

ITEM	NO. ACTUALSTATUS
Commonsense FA Card	1
Hypoallegenic Tape 2.5m x 9m	1
Sterile Gauze Squares 7.5cm x 7.5cm	10
Triangular Bandages	2
Latex Gloves	4
Bandaids	50
Non-adhesive Dressings 5 x 5.5cm	5
Scissors 13cm	1
Tweezers	1
Safety Pins	6
Bandages (crepe)	1
Bandages (crepe) 7.5	2
Bandages (crepe) 10cm	1
Combine Dressings 20 x 20cm	3
Non-adhesive Dressings 10 x 7.5cm	5
Wound Dressing No.14	1
Wound Dressing No.15	1
Knuckle Dressings	3
Fingertip Dressings (Sm)	5
Fingertip Dressings (Lge)	3
Sterile Eye Pads	4
Pencil	1
Accident Register	1
Skin Closures (Steri-strips)	5

C.P.R. Face Shield	I 1
Self seal bags	4
Zinc Oxide Plaster 2.5cm	1
Antiseptic Swipes 18 x 8cm (40)	1
Savlon Antiseptic Cream 75g	1
Cough Lozenges	16
Eye Lotion (110mL) with eye bath	1
Anthisan cream 25g	1
Paracetamol Tablets	20
Instant Cold Pack	1
Solarcaine lotion 85g	1
Thermometer	1
Sunscreen Lotion 125g	1
Needles	2
Tongue Depressors	3
Comments:	
Alexandra and a second a second and a second a second and	

BAZARDS IDENTIFICATION & SAFETY CHECKLIST

Term	Week	Emergency Drill	Fire Bells, Hoses & Eq	Playground Equipment	Doors & Windows	Trees & Shrubs	Electrical Safetys
	Jan						
Term 1	1						ļ
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
Term 2	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
Term 3	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	1						
	2						
	3						
	4						
4	5						
Term 4	6						
Ĕ	7						
	8						
	9						
	10						
	Dec						

APPLICATION FOR AN INTERNET LICENCE Name of Applicant_____ Address _____ Parents/Caregivers name(s) Contact phone number _____ Year level Time NGA KAKANO (vears) Class teachers name I have read the NGĀ KĀKANO O TE KAIHANGA KURA Policy statement on the Internet and agree to abide by the rules as laid out in this document. I agree to abide by the decisions made by the School Internet committee and by the teacher that is in charge at the time I am using the room. Student signature _____ date ___ Student ID # Parent/Guardian/Caregiver As the parent/guardian /caregiver of the student identified above I have read the policy statement relating to the use of the Internet in the school and I understand that the intention of the use of the Internet within the school is for educational purposes. I understand that NGĀ KĀKANO O TE KAIHANGA KURA has taken all possible precautions to make the Internet as safe as possible for all users. I also agree to support the school in any action it may take to ensure that the code of conduct as described in the policy statement is enforced.

Name _____ Signature _____ date ____

RAZARD IDENTIFICATION

Hazard and harm Where or what Action Does the action Date of	ARD	ACTION	(apr. 10.4) 14 (10.4) 14 (10.4) 15 (10.4) 16 (10.4) 16 (10.4) 16 (10.4) 16 (10.4) 16 (10.4) 16 (10.4) 16 (10.4)		REVIEW
	rd and harm	Where or what	Action	eliminate isolate	Date of last review

SIGNATURE:

ACCIDENT / INCIDENT FORM

Name of person injured:	
Time and Date of the accident/incident:	
Description of where and how the accident/incident happened:	
The nature of the injury and how it was treated:	
Name and signature of the staff member managing the accident/incident:	
Signature of parent:	
O	

HEALTH AND SAFETY POLICY

Ngā Kākano Christian Reo e Rua Kura will take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

THIS IS ACHIEVED BY

- 1. All staff having individual responsibility for health and safety
- 2. All staff
 - Being informed of
 - Understanding, and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area
- 3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
- 4. Ensuring union and other employee representatives are consulted regarding health and safety management
- 5. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated
- 6. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work
- 7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace
- 8. Providing appropriate orientation, training and supervision for all new and existing staff
- 9. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors

10. Accu	rate recording, reporting and in	nvestigating injuries	
11. Board	d of Trustees commitment to c	ontinuous improvement in	n health and safety
12. Board	d of Trustees commitment to co	omply with all relevant he	ealth and safety legislation
13. Suppo	orting the safe and early return	to work of injured emplo	yees
	oing evaluation, review and upor camme and this policy	lating of our compliance v	with our health and safety
Signed		_	
Dated	/	Review Date	//

Health And Safety Contract

EXTERNAL CONTRACTOR HEALTH AND SAFETY AGREEMENT

Ngā Kākano Christian Reo e Rua Kura

All contractors contracted by Ngā Kākano Christian Reo e Rua Kura to carry out work on the school premises must comply with the Health and Safety procedures, and requirements as laid out in the Health and Safety in Employment Act 1992.

Ngā Kākano Christian Reo e Rua Kura reserves the right to inspect the work at any stage. In the event of failure to comply with the Health and Safety in Employment Act 1992, Ngā Kākano Christian Reo e Rua Kura may issue a notice requiring the work be stopped until any such failure has been rectified. The school shall not be liable for any costs or loss sustained by the contractor attributable to rectifying any breaches to these rules.

(Name of Contractor and address)

The Contractor hereby acknowledges that:

Injury Reporting — All notifiable injuries, near miss incidents as defined by statute, dangerous occurrences, product contaminations and potential hazard situations, must be reported to the Principal/Health and Safety Coordinator and logged in the injury register. Injuries are to be treated by qualified first aiders or experienced medical staff and records of treatment maintained.

Sub Contractors – Contractors are responsible for ensuring that any sub-contractors they may appoint may receive a copy of this document and comply with the conditions therein. Sub-contractors working on school sites will be supervised by a contractor designated supervisor.

Emergency Evacuations – Contractors must ensure they and their staff are familiar with the (Name of School) emergency evacuation procedures as displayed throughout the premises, and comply with evacuation instructions given by Fire Wardens in the event of an emergency evacuation.

Access – No action will be taken by you the contractor or any of your employees to restrict or obstruct access; to and from normal places of work; the passage of people and/or vehicles, unless permission is obtained from the Principal or Health and Safety Coordinator; to emergency apparatus e.g. fire fighting equipment, and emergency exists.

Dust and Fume Control – Contractors must inform the Principal/Health and Safety Coordinator of all processes that produce dust or fumes, and all statutory provisions must be undertaken.

Hazardous Material – Contractors must inform the Principal/Health and Safety Coordinator of processes or materials of a hazardous nature connected with the contract works prior to the commencement of such work. The contractor must provide secure storage for any such materials. Any storage must comply with legislative requirements.

Warning Signs and Notices – Suitable warning signs must be displayed warning of potential hazards. All school warning signs and restrictions have been taken to ensure the safety of people below, and until permission is given by the Principal/Health and Safety Coordinator.

Security – All contractors are expected to wear Company identity badges whilst on site, and register with reception.

Statutory Regulations – Contractors must meet each and every one of the obligations imposed on them by statute, statutory regulations, or local authority bylaws, including amendments and replacements to them.

Disclaimer – The school shall under no circumstances be liable for any loss, damages, compensation, cost or injury sustained by a contractor or any other person if such loss, damage, compensation, cost or injury is attributable either wholly or in part to the failure by such persons to observe these rules.

DECLARATION

I hereby agree that I have read and understand the above conditions, and both my staff and I will comply with all Health and Safety Standards as required.

Signed:

On behalf of:

ROUPMENT SAFRY

All electrical appliances and equipment within the kura will be checked and certified by a qualified electrician annually.

All building equipment and tools are to be stored in a locked shed or cupboard

All sports equipment will be checked and maintained regularly

SCHOOL SARREY PROCEDURE FOR VISITORS

PURPOSE:

To avoid any incidents and consequences thereof by controlling the flow of visitors, parents, vendors and guests within our Kura classrooms buildings and hallways. A secondary but equally important purpose is to document who is in our buildings if there is a catastrophic event.

RATIONALE:

Our Kura houses our most precious Taonga our Tamariki. In order to maintain a high level of safety for our Tamariki, Staff and visitors within our Kura, a decision has been made to control the flow of visitors in all of our buildings and document the specific location visited

PROCEDURE:

the Visitor Identification System.

A sign is posted at the entrance of our Kura noting that All visitors, including Kura parents, vendors, and guests must be signed in before entering. Listed below are the proper procedures:

□ All visitor will go to the sign in area, at reception produce photo identification, and state their business. If the visitor does not have a photo-identification, an administrator must approve the visit by signing their approval in the space provided in the visitors log.
 □ If the business is valid as prescribed in the handbook, the visitor will be signed in to the Visitor Identification System listing their name, address and the area or person to be visited.
 □ After checking in, an identification badge will be issued that contains the visitors full name, the date, their destination within the building, their photograph and an authorized signature.
 □ Upon leaving the building, the visitors badge will be returned, and visitor will be checked out of

STARTEMENT THAN PROCEEDING.

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PURPOSE:	
Support for newly appointed staff.	
Support for new staff to function appropriately within school context.	
School vision and charter objectives are maintained.	
Students receive continuity of curriculum delivery, school policies and procedures.	
GUIDELINES:	
There will be systems in place to support all newly appointed staff, which will be the respor Principal.	sibility of the
New staff will be made aware of the school charter obligations, school organisation docume policies.	nts and
New teachers will be provided with copies of the Teachers' Information Clear-file and the E Management Plan.	Behaviour
New staff and principal should refer to the Induction Checklist (see over) to assist smooth in the school.	ntegration into
The induction process could take place over a period of 2 weeks. However it is preferable that part or all of the induction should take place before the term starts.	;
Signed: BoT Chairperson Date:	

NGA KAKANO CHRISTIAN REO E RUA KURA TEACHER INDUCTION:		
Name:	Date:	
Position:		

Date	System	Description	Inducted
	School Charter	Read and explained	
	School Organisation	Behaviour Management Policy.	
	Documents	School Curriculum overview.	
		Policy Folder - where it is.	
		Student Evidence File	
	School Tour	Walk around the school.	
		Resource Rooms:	
		Admin area: Office, photocopying, conference,	
		Principal office.	
	Staff Information Clearfile	Request this is read.	
		Highlight: Organisation and Information section	
		Staff Phone numbers	
		Reporting to Parents Timeline	
		Schools Event Calendar	
		Staff Reimbursement Claim form	
		Charter/Strategic/Annual Plans	
	Staff Introductions	Introduce at morning tea or when appropriate.	
	Classroom	Expectations, rules, environment	
	Teacher Laptop	Passwords	

		Appropriate use	
		Server location	
	Duties	Explain the school system.	
•	Timetables	Library, Laptops, Sports field, Playground Duty.	
	Assemblies	All school	
	Behaviour Management	Detention process explained	
	Plan	Playground supervision	
	Class newsletters to parents	Frequency, show sample.	
	First Aid Certificate	Current held. Advise Principal	
	Emergency Procedures:	fire, earthquake, other disasters, policy and procedures explained and understood, term drills	
	First Aid:	responsibilities and procedures, System in school	
	Accidents	Reporting, book	
	Sickness	ringing Deputy Principal	
-	Health and Safety	Children with specific requirements.	
	Custody Orders	implications explained and understood	
	EOTC:	trip approval forms, RAMS forms	

			i
	School Policy:	Health and Safety, Reporting potential hazards	
	Security:	general provisions, locking doors, windows	
	Key register:	codes and security/ Principal	
	Money	School system	
Signed _	-	Date	
Signed _		Date	
Principal Health ar	's attestation that this stated and Safety Issues.	ff member has completed the required teacher induction of	of School,
Te Rangi	Allen		
Tumuaki			