

Subject-based sessions: (Traditional)

Subject-based sessions are arranged to support individual learner's needs, not by year group. This caters for all students including those requiring support and those requiring extension. It recognises that a student may for example require support for reading, but may excel in science.

Traditional subjects include – English, Maths, Science (chemistry, biology, physics), History, Geography, etc.

Development Programme 4:00-5:30pm

This programme is determined by the interests of students and the skill and availability of teachers, tutors, volunteers, and local community groups (e.g. sport).

Initially programmes will be offered to students only.

In the future it is anticipated that these (and future courses) will be opened up to include whanau/family, and community members.

Possible development programmes could include:

Urban Art	Sport	Kapa Haka
Homework Support – extra curriculum sessions		Robotics
Photography	Video/Film Making	Digital Gaming Clubs
Music (choir, band, instrumental)		Authors group
Leadership Development		Fitness Performance – drama, dance
Edible Gardening	Languages	Community Recycling Centre

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

Curriculum

The NZC will form the base of the curriculum, developing projects linking to the school community, students' interests, and pathways to develop careers and tertiary studies.

It is expected that maths, science, technology and multimedia will play a key part in many of the projects undertaken by students.

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

What would be different?

- We believe all students can learn.
- We take the best parts of successful overseas Charter Schools and combine them with current innovative practices in New Zealand to create a school designed to support and inspire New Zealand learners who have not yet experienced high levels of success at school.
- We recognize that all students are different. They learn at a different speed, in different ways and requiring different support. By extending the school day students have more time to understand and master skills, collaborate with others (students and teachers), and work through creative solutions.
- Teachers who are tuned into the needs of children & young adults and communicate well to develop effective collaborative student-teacher relationships.
- The school will work with students, community groups, businesses to identifying the places outside the school campus where students can learn and be productive
- Teaching and learning will be merged in the true sense of Ako (building collaborative learning and teaching relationships within the school - reciprocal approach)
- Teachers who are able maximize *blended learning* to strengthen, support and increase student

achievement.

- We empower student committees to have an active voice in the school and its programmes. This includes the students' ability to get artists, guest lecturers, guest speakers, etc. into the school to get involved with projects, core curriculum and development programmes.

Student committees will also have input into the future design and development of the school. Student voice is highly valued – from programming to inclusion in the appraisal aspect of teacher performance management.

- The school aims to lift everyone's game – student and teacher alike.
- Compulsory attendance Years 7&8: 8:00am – 5:30pm Monday to Friday. 2-3 weeks Summer School in January. This means students attending Years 7-10 will gain 2 more years learning time than their counterparts in state schools.
- Summer School – compulsory (2-3 weeks) Establish student e-portfolios, begin leadership and self-development programmes, begin support classes – especially reading and maths
- Saturday classes 9:00-11:00am - reading and maths support classes may be required for specific students
- Teachers will be available to support student on-line Monday – to Friday (Saturday & Sunday by agreement)

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

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

Blended learning to personalise learning:

The primary methods of educational instruction have hardly changed in a century. With the internet we can harness the power of the world's best educators, beaming them right into our classroom. Multimedia allows us to explain concepts in multiple interactive ways, making abstract concepts real like never before. Blended learning allows children to truly learn at their own pace, using the classroom as a support tool, rather than more like a library than a prison. Learning online gives us unparalleled access to highly granular learning data, allowing teachers to target specific concepts and truly tailor his or her interaction with each child. And by the way, our children are growing up into a digital world, and it makes sense to educate them in a digitally-rich environment.

The key role of the teacher is to keep each individual learner connected with a range of information sources, resources and possible collaborators (local, New Zealand or world-wide) to strengthen and support their learning. This will include resource people, websites, databases, online learning, books, etc.

Teachers provide the infrastructure students need to complete each path of learning successfully.

Students develop the opportunity to organise, direct, invent, design and co-produce their own learning. They are able to work as individuals and part of collectives (project based) which shift and change as each new project begins.

How students would view themselves, their learning and their teacher:

Students

All students will receive their e-portfolio during Summer School in January. With the assistance of their teachers they will be able to record of learning goals, mentor meetings, projects, sessions outside school, homework, weekly timetables and event dates.

These portfolios are collaborative and provide opportunity for students, teachers and parents to view and comment.

Support

Mentoring: Teachers as mentors

- track students – work directly with each student to check attendance, provide positive pep talks, ensure the correct level of support and guidance is provided to ensure academic progress.
- Continue to mentor students for 6-12mths after their leave the school through monthly check-ins (phone, Skype, or face-to-face)
- mentor families

Learner support:

- All learner support programmes (one-one, small group) occur within the classroom.
- Support staff i.e. teacher aides or special education teacher, 1-2 per room (depends on budget) enable the teacher to maximize learning and provides increased assistance on a one-to-one or small group basis
- Tutors for homework help and catch-ups are available as part of the Development programme 4:00-5:30pm.
- Saturday morning & holiday classes will be taught by a combination of some permanent teachers already employed by the school & part-time teachers
- Saturday classes 9:00-11:00 will be provided for those students requiring extra assistance to get to the level they should be at (for reading, writing, or maths), homework help.

Teachers

- teach at this school because they believe our Vision and believe that every student can learn.
- are transformational highly motivated professionals, trusted to do whatever it takes to turn young lives around.
- are competent, innovative, hardworking, collaborative.
- value learning - including their own.
- have significant knowledge about their subject(s) area, good understanding of different learning theories and significant expertise in working effectively with young people to engage and work alongside each and every learner.
- teach values not just facts – excellence, respect, integrity, responsibility, resilience.

Teachers: work with students

- “Learning coaches” mentoring students, helping them work out courses, future directions, aspirations. Helping students plan what they need to know and what they need to take before starting out on each stage of their schooling – this may be day-by-day for some, for others it could be less often
- take the time to get to know and understand their students academically and personally, enabling them to work with each student to develop the best possible programmes of work that are motivating and relevant
- respect and value their students, ready to hear their contributions
- provide students with regular and meaningful feedback & feed forward
- arrange support for students in discussion with the student
- review and analyse students work
- connected - being so in-tune with their students through shared reflection and working alongside them that they recognise when a student may not be engaging with a project. This will result in the need to place a project on hold, check that goals are being met, refocus, revise planning, and if necessary redirect the student into a more suitable project or recommend extra subject-based sessions to grow knowledge and skills.

Teachers: work with teachers

- creating integrated projects. Collaboration between teachers from different subject areas rather than teaching in isolation.
- To develop school wide plans for ensuring and assessing that all students are building their learning capacity.
- Working in inter-curricular teams to discuss each student's academic, social, emotional progress
- review and analyse students work
- engage in professional development
- coach or be coached by a peer or administrator
- meet with mentor
- *regularly sharing and presenting learnings, ideas and personal teacher inquiries with the teaching facility

Teachers: work with families/whanau

- Regularly contact and confer with parents to enhance student progress and achievement (not just reserved for parent interviews)

Principal:

Must be easily accessible to students, teachers and whanau. A separate office for the principal is not needed; the principal should be in the front office.

It is expected that the principal, as leader of teaching and learning, is actually out in the school interacting with students, teachers, families and whanau.

Key features of the schools physical lay-out designed for students would include:

From the time they enter the school visitors, students and teachers are to be surrounded by the students work.

The main foyer contains the administration space and an Art Gallery displaying & selling students work. Also on sale in the foyer gallery will be students' publications (magazines, books), music, videos etc. This would provide value and purpose to their work.

A cafe will be at the heart of the school for students, teachers, visitors. It provides a focal place where all people can eat, meet and study.

Open teaching areas with easy access work spaces such as labs and technology areas enable the ease of authentic learning programmes.

Evaluation

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

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

3 Community and External Engagement

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

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

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

Initial thoughts...

Supporting family and whanau by providing adult education in the future. Educated parents support learning

This would extended use of the school facilities, as would renting facilities to sporting and other community groups.

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

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Evaluation

Reviewers will be looking for:

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

C. OPERATIONS PLAN

1. Leadership and Governance

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

Evaluation

Reviewers will be looking for evidence of:

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

2. Staffing

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

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

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

Evaluation

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

13. Proposed Enrolment

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

Year Level	Student Numbers					
	2014	2015	2016	2017	2018	At Capacity
1					20	30
2					20	30
3					20	30
4					20	30
5				30	30	30
6				30	30	40
7	30	40	40	40	40	40
8	30	40	40	40	40	40
9		40	40	40	40	40
10		40	40	40	40	40
11			40	40	40	40
12			40	40	40	40
13			40	40	40	40

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

Numbers:

Are determined by student numbers in other Papakura/Papatoetoe schools and the numbers of families in my own school (a state school) dissatisfied with the Year 7+ education available for their children. Most cannot afford to send their children to private schools.

Evaluation

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

4. Proposed Facilities

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

Note:

Although the initial planning is for a middle school, if the facility was large enough a school from Early Childhood through to Year 13 would be the optimum.

There are 2 office blocks in the Papatoetoe/Otahuhu area suitable to open a school in. Both have been used for educational purposes and have approval for this. One has classroom furniture, computers, etc. available for hire if needed.

Describe how you intend securing these facilities

[Click here to enter text](#)

Evaluation

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

D. BUSINESS PLANNING

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

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

How will you access this expertise?

[Click here to enter text](#)

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

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Evaluation

Reviewers will be looking for evidence that:

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