

each other how they support the students and collaborating in study activities etc.

We would intend to report back to parents and the wider community on performance and achievement. In addition parent/teacher/student conferences regularly through the year is an important mechanism to ensure support and engagement in students learning. Academic mentoring has been instituted in the school in the 2012 year which has been very successful.

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.

Sponsorship by Medibank for nursing scholarships, sponsorship from ASB Trust for anatomical models, Health Workforce New Zealand support for evaluation. Support for work experience placements and holiday employment for students from potential employers. Sponsorship of academic awards, provision of netbooks and learning resources.

The school has excellent partnerships with iconic New Zealand businesses such as Air New Zealand and New Zealand Steel. It has an excellent Gateway programme which we would expand to ensure quality placements and pre-employment /study opportunities were fully utilised to provide choice and realistic futures.

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.

C2 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.

Should this proposal develop further the Governance structure will be defined. Currently both the school and PMA have strong governance skills and competencies including Trustees who have formal qualifications in Governance through the Institute of Directors

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 3**, 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.

As the proposal develops we expect to be able to clarify staffing needs and competencies at all levels. All staff will be trained and qualified and have demonstrated competencies for the roles they undertake

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

Experienced, enthusiastic teachers who are prepared to drive the learners hard and to go the extra mile for them

Evaluation

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

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve. ***To be defined***

Year Level	Student Numbers					At Capacity
	2014	2015	2016	2017	2018	
1						
2						
3						

4						
5						
6						
7						
8						
9						
10						
11						
12						
13						

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

Work in progress

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?

The current facilities are adequate however there is a plan in development to invest in a state of the art science facility

Describe how you intend securing these facilities.

The school has a Foundation which is currently in the process of being rejuvenated. We intend to approach donors who believe in the results that have been delivered so far and understand the potential

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?

The school currently has excellent financial management and is audited on an annual basis. It is in a strong financial position.

The Pasifika Medical Association has Charitable Trust status, is audited annually and has strong accounting and financial management expertise. The Association is financially secure and robust, and has strong financial policies.

The PMA engages KCA Accounting as its financial agents, employs an accountant who manages day to day financial transactions and is audited annually by McGregor Bailey. Its Bankers are ASB and its Lawyers are Lawworks.

PMA is experienced as a fundraiser, has a fundraising and events coordinator and an extended membership of over 2000 professional members.

Audited Financial Accounts are available on the PMA website.

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

PMA currently has had a partnership arrangement with the school for the past 3 years and is entering its 4th year. The partnership is based on sound principles of respect, valuing diversity, and having high aspirations for the students at the school. We believe that together we bring the best skills for the benefit of the students and community.

The partnership has involved resources for the school including:

- *anatomical models*
- *developing career pathway resources.*
- *study guides*
- *supplying additional learning texts*
- *providing netbooks for students in 3 classes*
- *providing annual academic awards to the value of \$16,000 over the past 3 years*
- *access to work experience and career shadowing*
- *access to attendance at professional conferences and networking events*
- *professional development opportunities for science teachers and career advisors*
- *annual support in a grant to the school of (\$35k 2011, \$52k 2012, \$100k 2013) to support additional activities*
- *\$22k in funding for Net books*

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.

RELEASED UNDER THE
OFFICIAL INFORMATION ACT

Outcomes Framework for Partnership School– Highly Effective

Leadership	Academic and Career Achievement	Academic and Career Goals and Attributes	Family and Community Engagement	Effective, Responsive and Supportive Learning Environments	Professional Community Engagement and Support
<p>1. The Pasifika Medical Association and school leadership work collaboratively and effectively to support the partnership school students to achieve their goals.</p> <p>2. The majority of students are role models for other students in the wider community.</p> <p>3. Most¹ teachers, students and some² of their parents/ caregivers are active in leadership roles within the school, and the wider community.</p>	<p>1. The majority³ of students are participating, engaging and achieving in a rigorous curriculum at NCEA L1, NCEA L2, and NCEA L3.</p> <p>2. The majority of students meet the pre-requisites for their tertiary courses, or skills based training or employment by Year 13.</p>	<p>1. All students understand the requirements for successful entry into tertiary courses, skills based training or employment when they leave school.</p> <p>2. Know about the range of courses available at tertiary institutions and through skills based training.</p> <p>3. The majority of students have clear career goals and have the skills required to achieve their goals, are confident in their abilities and motivated to achieve their goals.</p>	<p>1. The majority of Parents/caregivers and families participate and are engaged in their children's schooling, and</p> <p>2. Are committed and know how to support their children to achieve their academic and career goals, and</p> <p>3. Understand the requirements for successful entry into tertiary courses, skills based training or employment.</p> <p>4. Know about the range of courses at tertiary institutions and through skills based training.</p>	<p>1. All teachers establish and maintain effective learning environments for their students, and</p> <p>2. Have high expectations of educational success; and</p> <p>3. Are undertaking continuous learning to support the effectiveness of their teaching practice, and</p> <p>4. Engage effectively with parents and families to help them support their children in their academic and career goals</p>	<p>1. Most students experience and effectively connect with role models in 'real life' workplaces and professionals, to support their achievement and career goals.</p> <p>2. All students are engaged with and supported by the PMA</p>

¹ Most – more than half

² Some - around 10 percent

³ Majority - Close to 100% with only small numbers of reasonable exceptions