



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

Part Two - Application Form

Submitted By:
Pearl of the Islands Foundation Inc.
Fount College



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Introduction

This document is an Application by Pearl Of Island Foundation Inc (PIF) 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:	Taner Basar			
Position:	Director			
Phone number:	[REDACTED] s 9(2)(a) OIA			
Mobile number:				
Email address:				
Is the contact person authorised to negotiate?	Yes			

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:	Pearl of the Islands Foundation Inc (PIF)
Trading name: (if different)	
Name of parent organisation:	
Physical address:	Level 1 408 Khyber Pass Rd, Newmarket, Auckland 1023
Postal address:	Po Box:99661
Website:	www.pif.org.nz
Location of head office:	Auckland City in New Zealand
Type of entity (legal status):	Incorporated Society
Registered Charity	Yes
Charity (or) Company registration #:	CC44418

Country of residence:	NZ	
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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		s 9(2)(a) OIA
Name of organisation:		
Name of referee:		
Telephone:		
Email:		
Relationship:		
When:	2011	

Referee #2		s 9(2)(a) OIA
Name of organisation:		
Name of referee:		
Telephone:		
Email:		
Relationship:		
When:	2011	

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Referee #3	
	s 9(2)(a) OIA
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	Oct 2006

2 Applicant Profile

i. Applicant Organisation

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

Yes

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)?

Sponsor intends to run school

ii. Overview of Applicant's organisation

Type of organisation:	Education and community not for profit foundation
Year established:	2006
History:	<ul style="list-style-type: none"> • Registered Charity and not for profit • Promotes Education and Intercultural Dialogue • Contributes to the mosaic of New Zealand through its established platforms and activities
Summary of experience relevant to your application to operate a Partnership Kura:	<ul style="list-style-type: none"> • Successfully establishing and running a full day care licenced early childhood centre in Owairaka / Mt Albert Auckland. (November 2011 opened February 2014) • Weekend school and school holiday programmes • Provide academic coaching/tutoring for the age groups of primary and secondary level students (since 2008) • Anzac Study Tours to Gallipoli/Turkey and Other Overseas Exchange Trips (since 2012) for students from low Socio-economic state schools such as Avondale Intermediate, Mt Roskill Grammar (2012, 2013), Manurewa and Papatoetoe Intermediate schools (2014). • International recruitment for students studying in New Zealand's educational organisations • Scholarships (Approx. 60 high school and university student scholarships for overseas students to New Zealand Schools since its established) • Counselling and pastoral care for overseas and New Zealand students • Youth camps and trips
Total number of staff in NZ:	11 and Community Volunteers

Number of locations in NZ:	Pearl office in Newmarket Childcare Centre in Owairaka
Overseas locations:	NA

iii. Current business commitments

Business activities:	Currently Pearl Educare Ltd operates Childcare Centre and has no other major business commitments. There are no known limitations and constraints on the organisation.
Other Contracts with government	None

iv. Probity

List any pending claims against the organisation:	NA
List any court judgments or other decisions that have been made against the organisation in the last 6 years:	NA

v. Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	The Australian Universal Federation of Education and Culture (AUF)
Address:	7 Speed St Liverpool NSW 2170, Sydney, Australia
Specialisation:	Education
Describe the deliverables the sub-contractor will be responsible for:	Memorandum of Understanding between PIF and AUF is attached. See Appendix A

Sub-contractor #2	
Sub-contractor name:	UHY Haines Norton Auckland Ltd
Address:	Henderson, Auckland
Specialisation:	Chartered Accounts
Describe the deliverables the sub-contractor will be responsible for:	Accounting and Business Advisory Services

Copy and add more Tables as required

vi. Financial Information

Current financial status:	Report Attached – Appendix G Report withheld under S 9(2)(b)(ii) OIA			
Gross revenue:	NA			
Net profit (surplus) and Net Assets:	Explained in Letter of Support from PIF's Accountant – Appendix G			
Last audited financial accounts:	Financial Statement year ending 31 March 2013 is attached - Appendix J Report withheld under S 9(2)(b)(ii) OIA			
Copy of latest audited accounts attached?			No	
Copy of latest annual report attached?			No	
Is organisation in dispute with any trade union?			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.	PIF intends to lease a building in one of the following areas: (in order of preference) Owairaka, Mt Roskill, Avondale, Akarana, Otara, Mangere, Manurewa,
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	Initially the school will start in one location and then may expand to accommodate roll growth in the future if necessary.

ii. Year Groups

In 2015 students will enter the school in years one to six. In subsequent years, students will enter at the intermediate and then secondary levels.

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	Pasifika	Children from low socio economic backgrounds	Children with special education needs
30	90	250	36

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

1. 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.

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Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	15	30	100%	30	0%	30	0%	30	0%
2	10	20	100%	35	75%	35	0%	35	0%
3	10	15	50%	20	33%	40	100%	40	0%
4	10	15	50%	20	33%	20	0%	40	100%
5	10	15	50%	20	33%	20	0%	20	0%
6	10	15	50%	20	33%	20	0%	20	0%
7		24	0%	24	0%	24	0%	24	0%
8			0%	24	0%	24	0%	24	0%
9			0%		0%	24	0%	24	0%
10			0%		0%		0%	24	0%
11			0%		0%		0%		0%
12			0%		0%		0%		0%
13+			0%		0%		0%		0%
Other [list]			0%		0%		0%		0%
Total	65	134	106%	193	44%	237	23%	281	19%

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

The mission of Fount College (one school with a Primary, Intermediate and Secondary department) (referred to in this proposal as 'The College') is to establish an educational environment which will provide opportunities for the holistic development of students to enable them to become self-confident, collaborative, lifelong learners, whilst being actively involved within their community. The intention is that the College will build on the success of its already established early childhood centre in New Zealand and modelled on the success of fifteen schools already established in Australia through the Australian Universal Federation of Education and Culture (AUF).

Fount College graduates will have experienced The New Zealand Curriculum with a significantly stronger focus on science, technology and environmental education, aligned with a strong underpinning foundation in mathematics and literacy. More specifically, these programmes will include Singapore Maths (Hey Maths-online individualised instruction), Targeted Literacy Programmes, Ecology and Sustainability programmes, Garden Science, Hands on Approach in Science Teaching (FAST approach from The University of Hawaii), Outdoor Education and Robotics. Furthermore, The Fount College executives believe in developing respect for the diverse ethnic and cultural heritage of New Zealand people, through the acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations. The key values of Manaakitanga, Wānanga, Whanaungatanga, Tangata Whenuatanga and Ako will also be promoted in all interactions with staff, students and their families. The Executives understand the concepts of Talanoa Ako Fakataha/ Talanoa Faastasi Faalea'oa'oga and Ngaahi Fatongia ma Matafaioi and their importance when engaging fānau in supporting learners' progress and achievement.

Fount College aims to provide equity in education through enriched programmes that encompass a variety of teaching strategies and methodologies such as multiple intelligences and thinking skills through blended learning. Educational opportunities provided for the students will enhance their global understanding of ecology, sustainability and environmental education. Future graduates will be well equipped as digital citizens within a global context. They are able to apply learner dispositions and skills to new contexts and situations. They will reach levels of literacy and numeracy that enable them to function as articulate and confident young adults who continue their learning at the tertiary level. After school learning centres will enable students to receive further support after school hours.

The college will implement a **Character Education Programme** which promotes values such as respect, honesty, and tolerance that will be essential in the holistic development of young people in order for them to become effective, productive citizens of our society. Students will be confident, knowledgeable, self-motivated, and self-disciplined. Actions and decisions by students and staff will be based on an understanding and empathy for learners from diverse cultural backgrounds and understanding the individual social, emotional and learning needs of each individual child.

The School will promote strong links between the school, the family and the community as being pivotal to the successful development and education of a young person. In order to establish this link, the school will implement **Home Visits** in which all families will be regularly visited by teaching staff to enable the family to support the child whilst at school and at home. These visits also will serve to the purpose of establishing a relationship beyond the limited time students spent at school. In addition, the Parents as Educators programme will involve parenting seminars, curriculum and career information seminars. Fount College will also collaborate with local universities, community organisations, and educational institutions to share resources and build community assets.

The College's performance goals will be based on effective governance and management (meeting the National Education Guidelines) student progress and achievement, student and family/community engagement, the ability to create a safe, physical and emotional environment for students. The College's governing body will support the school to achieve its strategic and annual goals (measured through monthly reviews of its annual goals). All students will achieve at or above the National Standards in reading, writing and mathematics (measured twice a year through Overall Teacher Judgements in relation to the National Standards). Student attendance at the school will be at the 95% level (taken daily and collated weekly), with 100% of the students' families actively participating in the home visits and links to school. In the future, success will be monitored by the number of students successfully achieving NCEA and being successful at tertiary educational institutions. Student climate surveys (similar to those available from NZCER) will be utilised to measure the effectiveness of the school's ability to have a safe, physical and emotional environment for its students.

The College student population will be those from low socio-economic areas including Maori and Pasifika learners and those with special learning needs. Priority goals will be to have:

1. Learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications.
2. School leavers whom are academically and socially equipped to achieve their goals for further education, training and/or employment.
3. Parents, families and communities engaged with school in supporting their children's learning.
4. To have all students achieve at or above the National Standards.

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

a) Mission and Vision

The mission of Fount College is to establish an educational environment which will provide opportunities for the holistic development of the students to enable them to become self-confident, collaborative, lifelong learners, whilst being connected and actively involved within their community. It will provide high quality blended, educational opportunities to enable students from predominantly low socio-economic, Maori and Pasifika backgrounds, to achieve at levels consistent with or above, and national cohorts of students.

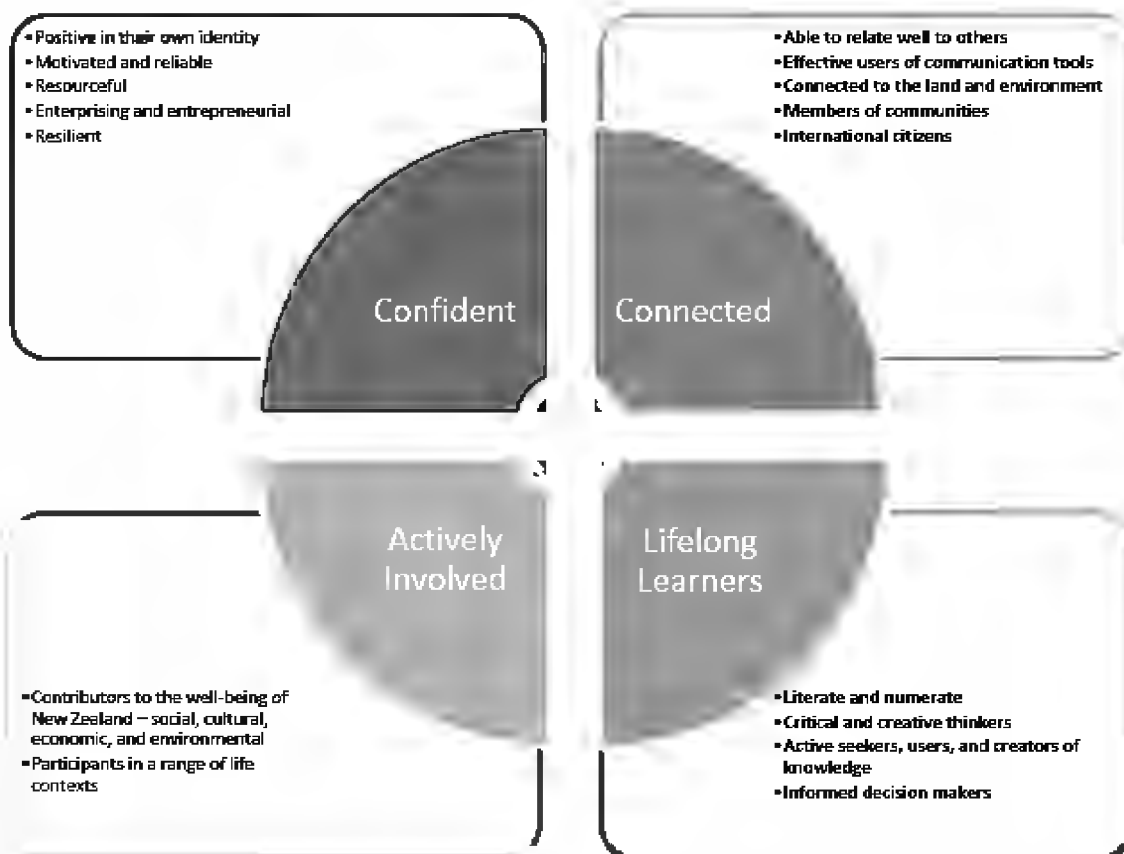


Figure 1. Core principles

Purpose for Opening Fount College

The main purpose of opening Fount College is to prepare educationally, students from low socio-economic backgrounds for today's competitive world. Fount College aims to improve students' performance in reading, writing, and mathematics, reduce dropout rates, achieve high student attendance rates, and increase the number of students who will pursue careers in tertiary education. Fount College will help students develop the academic and social skills necessary to become successful professionals and exemplary members of their community.

What makes Fount College unique?

What will set Fount College apart from New Zealand's state schools is its emphasis on its delivery of innovative blended programmes which have a significantly stronger focus on **science, technology, environmental education, and mathematics (STEEM)**. The curriculum will include the integration of highly successful programmes already implemented in schools in Asia, The United States and Australia. It includes: Singapore Maths (Hey Math), Hands on approach in science teaching (FAST approach of University of Hawaii), technology, Robotics, Ecology / Sustainability, Outdoor Education, and blended learning.

The uniqueness of The School is also evident in the importance it places on **Character Education**. The Character Education programmes will include the teaching of universal values, leadership skills, social

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responsibility programmes such as humanitarian aid, mentoring, coaching, peer mentoring and buddy systems. A possible link with the New Zealand Army Cadet Forces may be considered in the future for the senior students in order for them to develop high level leadership skills.

The major focus on **intensive engagement with families** will also set it apart from state schools. All parents of students attending the College will be visited in their homes at least twice a year to discuss assessments, their child's learning goals, achievement and progress. This will encourage the development of strong bond between the school and the parents of the students. This requirement will be outlined in The School's prospectus. Research (Stetson, Sinclair & Nix, 2012) indicates that the family environment and involvement in education is one of the important factors impacting on a child's educational achievement at every year level. In many cases, families' active support is not utilised efficiently and the relationship or a strong bond that may otherwise boost a child's education, fails to be established.

The curriculum will be delivered within the usual hours set by the Ministry of Education. However, further support through **after school learning programmes/centres** will be provided for those students who need extra support or for those who are interested in continuing their learning. Staff from the College and external coaches from tertiary institutions will be further utilised to support students in their academic studies through **coaching and mentoring**, either after school, before school or on Saturdays.

Distinguishing features of Fount College Education Model are given in Figure 2.



FOUNT COLLEGE
SOURCE OF KNOWLEDGE

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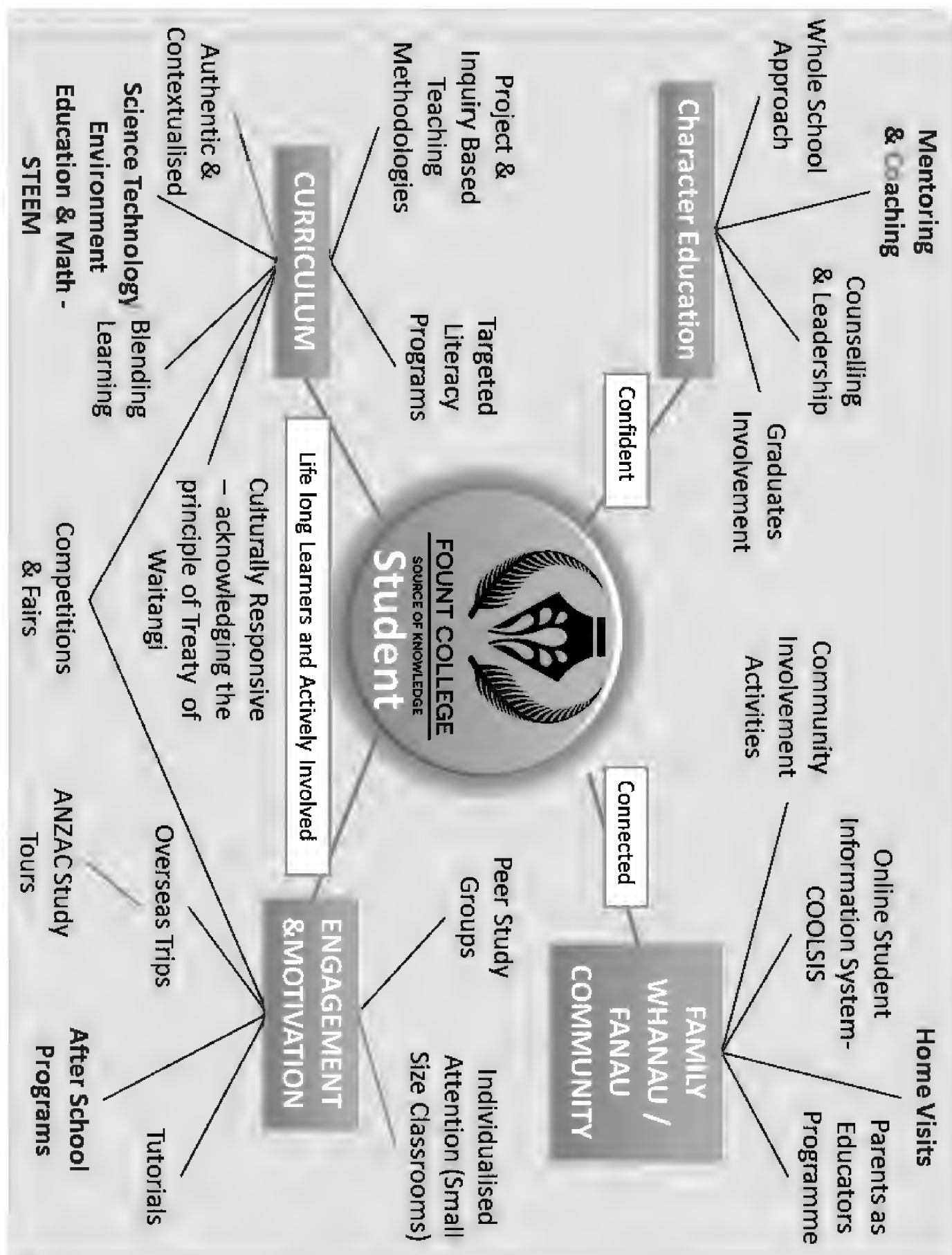


Figure 2. Fount College Educational Model

b) Enabling improved student engagement and achievement

Fount College will provide an extensive "wrap around" service for all of its students as illustrated in the above Figure 2. In order to maximise outcomes for students, the College will offer an authentic, responsive curriculum delivered through individualised instruction in small class sizes. Students learning styles are acknowledged and supported through a blended approach.

Fount College will engage students through home visits, tutorials, peer study groups, and individualised instruction. Through the Character Education Programme at the school and supported by the parents at home, the students will be supported to develop into responsible citizens with integrity and tolerance. The staff will be positive role models for the students.

The parents will have many opportunities to establish strong partnerships with the school and its community through Home Visits and Parents as Educators programme.

Fount College will collaborate with local universities, community organisations, and educational institutions to share resources and build community assets. The College will create STEEM programmes to provide opportunities for internships, projects, and participation in local, national, and international fairs and competitions.

The curriculum will be culturally responsive, acknowledging the principles of the Treaty of Waitangi through staff knowing and understanding the bi-cultural nature of New Zealand.

c) School's Performance Objectives

Fount College's performance goals will be in seven key areas:

Student Achievement and Progress

- Ensure all students achieve at or above the National Standards in reading, writing and mathematics (measured twice a year through Overall Teacher Judgements in relation to the National Standards)
- All students achieving below the National Standards will be involved in support programmes either in school and/or after school
- Student achievement and progress will be tracked by CoolSIS (Student Information System). The programme will enable staff to track and analyse student progress, and adjust lessons plans and instructional methods to address the individual needs of each student.
- In the future, success will be monitored by the number of students successfully achieving NCEA and being successful at tertiary educational institutions.

Curriculum

- Deliver an authentic and culturally responsive curriculum using project and inquiry based teaching methodologies
- Develop targeted literacy programmes aimed at supporting students whose progress is of concern
- Through the Character Education programme, incorporate opportunities for students to develop concepts of tuakana teina (children guiding each other) and fanau (leadership) connection in the classroom. This will be measured through student, teacher and parent surveys.

Engagement and Motivation of Learners

- Deliver a culturally responsive curriculum focused more specifically on the development of science and technology environmental education, underpinned by a strong foundation in literacy and mathematics.
- Develop a curriculum that engages students to learn in blended, creative and innovative ways. This goal will be measured through behavioural records (Positive Behaviour for Learning) and levels of participation on co-curricular activities.
- Have at least 50% of the students accessing the after school learning centres at least two days a week.

Attendance

- The college meets satisfactory standards for attendance by achieving a 95% student attendance rate (taken daily and collated weekly). No unexplained absences and no parent sanctioned

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truancy. Through the Online Student Information System, student attendance will be monitored with parents who are advised electronically if their child is absent or late.

Participation by parents, families and whanau

- Have 100% of the students' families actively participating in the home visits and links to school. This will be measured by the number of actual home visits which will be tracked on the CoolSIS system.

Efficiency and Effectiveness of Systems

- Develop effective systems for governance and management (measured by the school's ability to meet the National Education Guidelines). Responsibility for the development of the systems is delegated to the Principal. The governing board will ensure that the systems set up to enable it to receive information in order for it to make informed decisions about the allocation of resources

Fount College Climate and Culture

- Offer a positive, nurturing and supportive educational climate to support the academic, social and emotional and health needs of all students. Measured by student climate surveys (similar to those available from NZCER) will be utilised to measure the effectiveness of the school's ability to have a safe, physical and emotional environment for students.

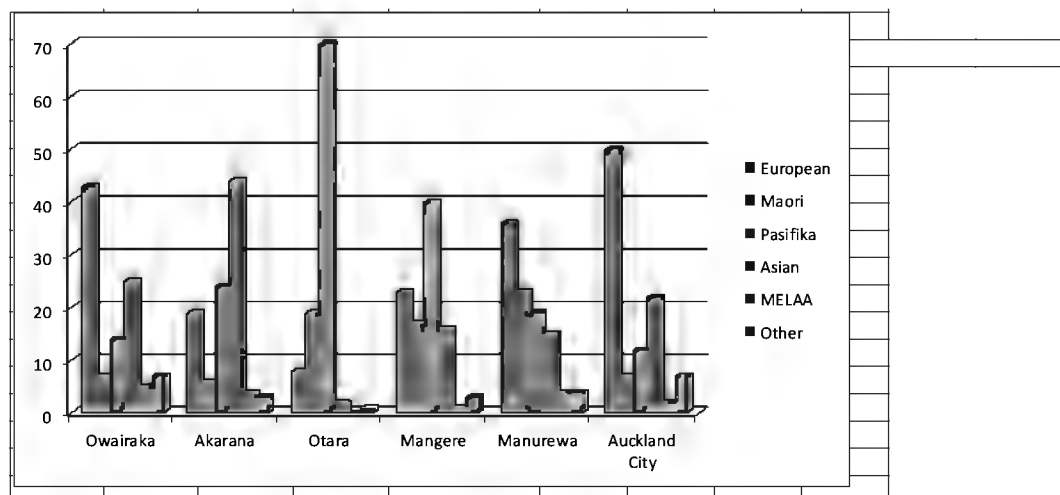
d) Demographic Evidence

A property will be secured once this application has been confirmed.

PIF intends to lease a building in one of the following areas: (in order of preference) Owairaka, Akarana, Otara, Mangere, Manurewa.

Table 1. Population Distribution by Ethnicity

	2001	2006	2013		2006 Census (Percent)					
					European	Maori	Pasifika	Asian	MELAA	Other
Owairaka	6639	6825	6858	Owairaka	43	7	14	25	5	7
Akarana	4848	5205	5589	Akarana	19	6	24	44	4	3
Otara	12348	12990	12345	Otara	8	19	70	2	0	1
Mangere	17340	21795	23829	Mangere	23	17	40	16	1	3
Manurewa	5832	6186	6984	Manurewa	36	23	19	15	4	4
Auckland Region	1174809	1322925	1438446	Auckland City	50	7	12	22	2	7



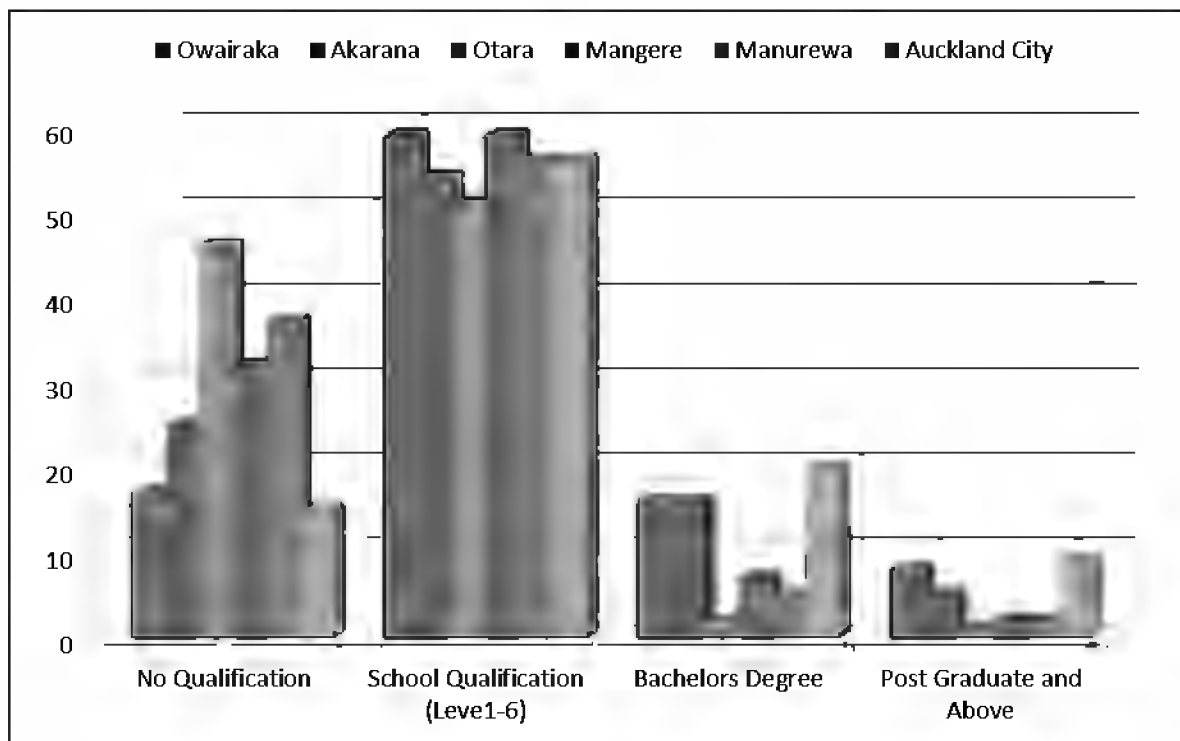


Figure 3. Highest Qualification for People Aged 15 Years and Over

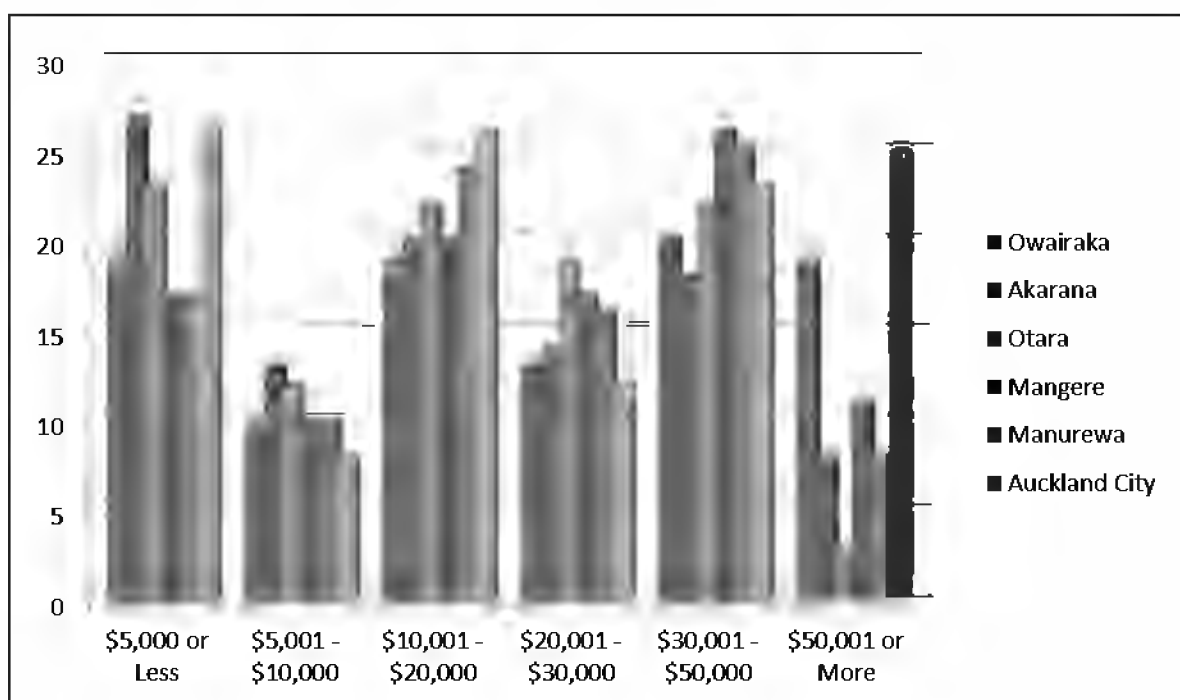
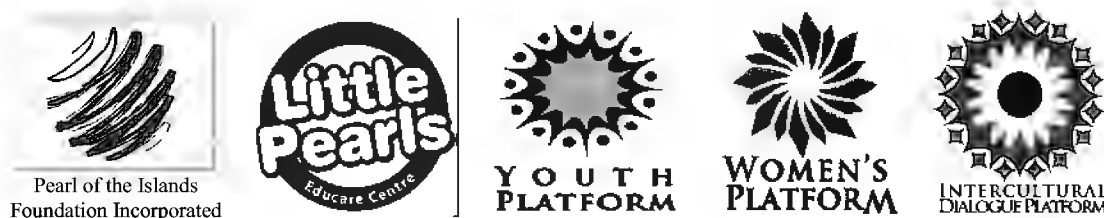


Figure 4. Personal Income for People Aged 15 Years and Over

It is clearly shown in table1, figure 3 and 4 the target areas are predominantly composed of families from low socio economic status with less education.

e) Key Advantages and Track Record of the Pearl of the Islands Foundation Inc.

Fount College is sponsored by Pearl of the Islands Foundation Inc. (PIF). The Foundation was established in 2006 by the New Zealand Turkish community and is a registered charity and Non-Profit organisation. Its mission is to promote and improve the educational, cultural and overall social well-being of our community through its established institutions, platforms and activities. It aims to build an enlightened society full of hope, opportunity, virtues, justice and peace. The Foundation is supported by an advisory board who offer expert insights in their fields and advises and provides feedback on PIF's current and on-going projects. The Foundation is growing in the number of projects it has initiated and the frequency of some of its activities. To date it has established the following platforms and activities:



Education

- Little Pearls Educare Centre (www.littlepearls.org.nz)
- Tutoring students in math, science and literacy after school & weekends
- Weekend School & School Holiday Programmes
- **Anzac Study Tours** to Gallipoli/Turkey and Other Overseas Exchange Trips
<http://anzacstudytours-pif.blogspot.co.nz>

Youth Platform

- International Student Recruitment for studying in New Zealand's Institutes
- Provide Accommodation
- Scholarships
- Counselling & Pastoral Care
- Camps & Trips

Women's Platform

- Fundraising activities
- Cuisine Classes
- Visits & Gatherings
- Women's Support Groups
- Traditional Art & Craft Classes (Water Marbling/Ebru, Calligraphy)

Intercultural Dialogue

- Dialogue Dinners & Luncheons
- Conferences & Seminars
- Intercultural Study Tours
- Home Visits & Family Dinners
- Official Visits to Dignitaries

Pif's Other Events & Activities

- Humanitarian Aid Campaigns
- Community Info Seminars (Integration)
- Consulting between NZ & TR Businessmen
- Cultural Festivals & Concerts
- Family Camps
- Coffee and Tea Nights



FOUNT COLLEGE
SOURCE OF KNOWLEDGE

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Fount College will also work in collaborative partnership, through a Memorandum of Understanding, with The Australian United Federation (AUF) which has established very successful schools across five different states of Australia within the last 20 years. The College will develop programmes in conjunction with educational models designed by AUF. Based in Australia, AUF now serves 15 schools, on 11 campuses with approximately 4500 students. Innovative ideas, best practices, and research on primary and secondary education are offered to schools in the form of curriculum, professional development training and school improvement initiatives. Since its inception, AUF has focused on the important work of education quality and ongoing education improvement. AUF believes that its model can be implemented in partnership schools which play a critical role in pioneering educational innovations and ensuring that children receive the levels of quality instruction, attention, and resources that they deserve. AUF's work supports individual established school success through sustainable, replicable, and applicable educational improvement strategies in Australia particularly in low socio-economic areas.

Specifically, Fount College will establish collaborative partnerships with AUF in the following major categories:

- Programme accountability and evaluation reports
- Professional development services
- Curriculum development and recommendations
- Tertiary Education preparation programs and training
- Supplemental programme development and implementation
- Financial services including budget development, accounting support and revenue enhancement strategies
- Operations support including facilities acquisition, human resources, and business operations
- Public relations, networking, and other marketing activities
- Policy Development
- Technology Management
- Staff Evaluation

www.unifed.com.au, www.sirius.vic.edu.au, www.amity.com, www.wisdomcollege.qld.edu.au



Melbourne, VIC
Estimated in 1997
6 schools in 5 campuses
2100 students



Sydney, NSW
Estimated in 1996
5 schools in 3 campuses
1750 students



Adelaide, SA
Estimated in 2005
2 school in 2 campuses
350 students



Perth, WA
Estimated in 2006
200 students



Brisbane, QLD
Estimated in 2012
60 students

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

Fount College Curriculum

Overview

The New Zealand Curriculum will be the foundation document for delivering the school based curricula at the College. This outlines the curriculum content, key competencies, and pedagogical approaches that will be used in the school. The curriculum content will be supplemented with the development of a comprehensive thinking skills programme such as Blooms Taxonomy, and Gardner's Multiple Intelligences). Research (Trowler, 2010) identifies that cognitively engaged students invest in their learning, seek to go beyond the basic requirements, and relish challenge. The curriculum will create opportunities for students to study authentic contexts and real issues which could then lead to a social action.

Mathematics

Mathematics in the New Zealand Curriculum will be supplemented with the web based HeyMath which has been extensively field tested in Singapore. This country has been ranked number one **for mathematics proficiency** globally in a study conducted by the American Institute of Research, and consistently outperforms in TIMSS surveys. **Over half the highest performing students in Singapore used HeyMath** as their core instructional technology resource for middle-high school math. The programme is used by students in over 50 countries world-wide. The concepts covered in this programme are mirrored in The New Zealand Curriculum.

Literacy and Targeted Literacy Programmes

The College will follow The New Zealand Curriculum in English. There will be targeted literacy programmes, such as Quick 60 (Sandra Iversen) and Early Words (Yolanda Soryl), offered to those students who need targeted specific interventions.

Science, Technology, Environmental Education and Social Sciences

The school's curriculum will have a strong emphasis on learning through science, technology and environmental education. The school will adapt Foundational Approaches in Science Teaching (FAST), an interdisciplinary middle-school, inquiry science programme developed at University of Hawai'i. Programme elements are compatible with The New Zealand Curriculum. This science education programme mainly relies on hands-on and inquiry based learning experiences during which students explore the application of scientific knowledge in laboratory settings then further develop scientific understandings on the topic with teacher led/assisted questioning activities. Science instruction will work around the principles of:

- developing questions
- developing a plan to collect evidence
- addressing the questions
- collecting the evidence
- explaining the evidence
- connecting the explanations to existing scientific knowledge
- communicating and justifying explanations

Outdoor Education

The College will deliver a portion of its curriculum through outdoor education programmes. It is anticipated that students will take part in outdoor education experiences for at least one week in each school term in the form of camps and field trips. John Hattie's (2013) meta-analysis indicates Outdoor / Adventure activities rank as one of the most effective medium for teaching, as it establishes clear relevancy between the subject being taught and the learner. Outdoor activities have ample opportunities for hands on/constructivist learning opportunities.

Learning Languages

All students from year one will have an opportunity to learn Te Reo Maori or an Asian language.

Character Education

The college will implement a specifically designed Character Education Programme which promotes values and morals that are essential in the holistic development of young people. Fount College sees character education as tool to develop good, productive citizens who contribute within their society. Certain character traits of students are stronger determinants of their future success.

Effective Teaching Methodologies and Strategies

- **Blended Learning**

The curriculum will involve a **blended learning** approach which uses digital devices such as digital workbooks, research tools, and movie/photo capturing and editing devices to engage learners. The focus is on learning and not the device. Therefore when and how the device is used will depend on the learning goals of each lesson and student preference to how this is learned. Benefits include increased student engagement and greater personalised learning which can lead to improvements in student outcomes.

- **Inquiry and Project Based Methodologies**

Fount College will offer a project-based learning environment by utilising technological tools and authentic, challenging tasks. The usage of challenging projects embedded in lessons can contribute to students' sense of authenticity and to the "real-life" quality of the task at hand. Lessons establish a learning environment which includes many connections with real life situations. These connections are facilitated with the use of technology for simulations and virtual manipulatives and with the use of computer software (e.g., Spreadsheets, Fathom - Dynamic Data Software and tinker plots). The accessibility of these technological tools that are used for challenging tasks in the project based learning allows students to aspire to a level of effort and quality of product that more closely reflects what they see and know of the real world. This is illustrated in the diagram below.

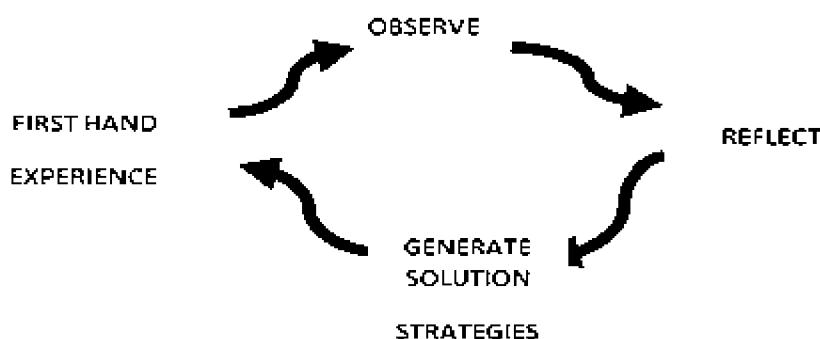


Figure 5. Discovery Learning Flow Chart

- **Coaching and Academic Mentoring**

Learning for middle and senior students (students from year four \ onwards) will be supported by academic mentoring. This process will involve the students setting challenging learning goals in reading, writing and mathematics and being coached and mentored individually by their classroom teacher and tertiary education students. Goals will be set each term and reported to parents through learning conferences. Research supports the implementation of mentoring programmes as potentially successful approaches to meeting the needs of students. Researchers in this area also found that students achieved better marks, established obtainable goals, and enhanced their self-esteem when partnered with caring, supportive adults.

• **Enrichment Activities for High Achieving Students**

The College will offer a broad range of academic learning opportunities for high achieving, gifted, and talented students. Our students will be engaged in advanced projects and activities in the areas of Mathematics, financial literacy Science, ICT, Social Studies and Literacy. These projects and activities will be supported by the school staff, volunteer graduates and tertiary students, and parents.

High-achieving students will be able to do science fair projects and participate in national/international competitions. Besides recreational after school clubs, there will also be advanced study groups.

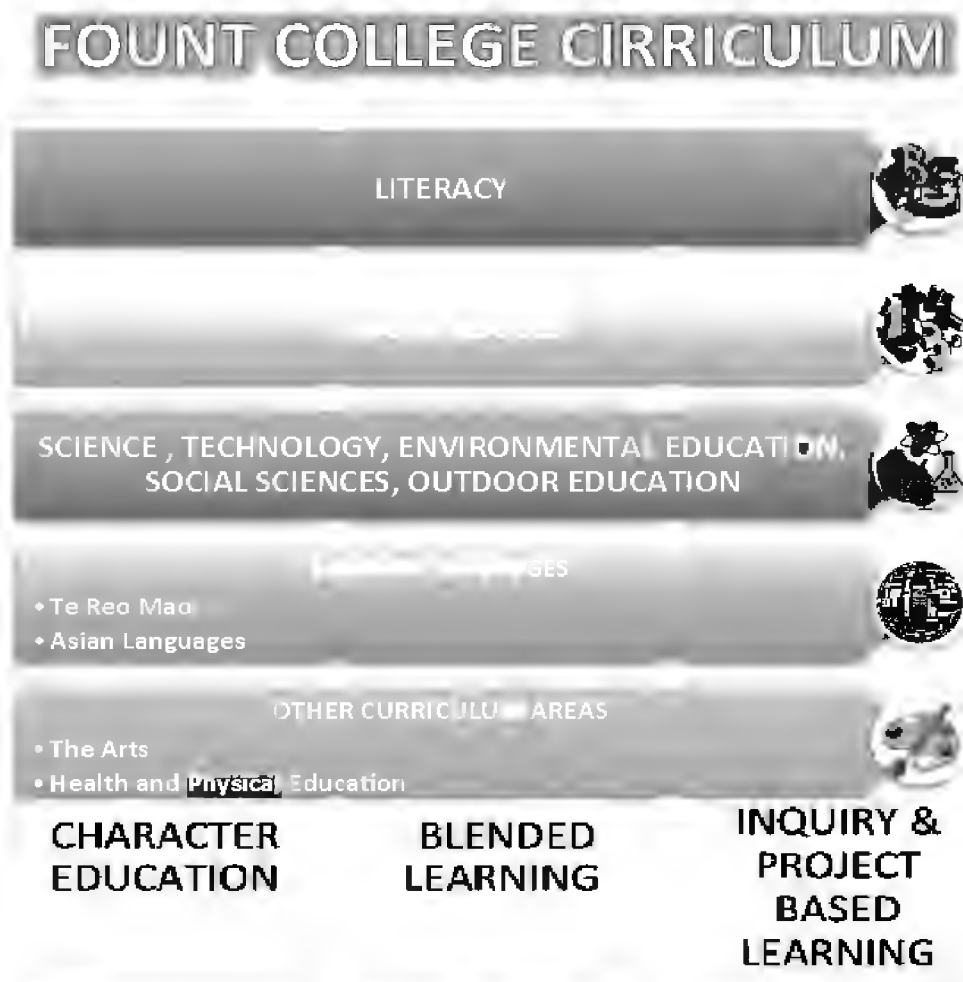


Figure 6. Fount College Curriculum Overview

4. Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Response

Across all primary year levels, the Fount College curriculum will focus on delivering a quality core curriculum in the morning, supported in the afternoon by inquiry and project based learning in science, technology and environmental education, The Arts and Health and Physical Education. Outdoor education will be a major focus for one week in every term.

Students will begin learning either Te Reo Māori or an Asian language from year one. Specialist teachers will teach mathematics and science at the senior primary level. Blended and e-learning methodologies will be integrated into the curriculum from year one.

5. Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

Response

Fount College will identify priority learners in the first weeks of the academic year. The School will use a variety of nationally standardised assessment tools in order to identify these learners. Planned programmes will include specific strategies to engage Maori, and Pasifika learners with special needs. Priority learners will have access to mentoring and coaching in after school programmes. Blended learning will further personalise learning experiences to enable them to be tailored to individual students' needs.

Teachers will regularly monitor the progress and achievement of these students through in-class assessments. Parents will be informed of their student's academic progress via parent-student-teacher meetings and parent access to student progress through the online school information system. The home visits will provide an additional support for its students

The pedagogical methodologies such as inquiry and project based learning and blended learning will support Maori and Pasifika students as they use authentic hands-on approaches. As the school will have a strong focus on character education, we are envisaging having fewer discipline problems and dropout rates at the senior secondary level.

The staff of Fount College will access the wider community as a learning tool and resource. These learners will feature in annual targets for improved student learning and will be the focus of 'teaching as inquiry' projects by teachers. The Board of Governors will receive information on the progress and achievement of these specific groups of students.

Coaching, mentoring and free eligibility to after-school social, academic and physical education programmes will also support students to be engaged. After school programmes should enhance the academic progress of the students; home visits, sleepovers, motivational guest speaker programmes, parent meetings, and field trips are planned. All learners will have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

6. Provide a full list of the qualifications that your school will offer (if applicable).

Response

When established, NCEA for students in years 11, 12 and 13

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

We are confident that the students at Fount College will be able to achieve the National Standards because we are using proven methodologies for Maori and Pasifika learners. The same methodologies have been used very successfully in the AUF schools on Australia as shown in Appendix: B

ERO (2012) in their publication on Improving Outcomes for Pasifika Learners stated effective engagement with Iwi, Hapū and Māori communities will have a positive impact on student outcomes and this is a significant feature of the Fount College curriculum.

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

Ka Hikitia (MOE, 2013) states that;

- High quality teaching is the most important influence on the outcomes for diverse students
- Effective teaching and learning depends on the relationship between student and teacher and the active engagement and motivation of the students by the teacher
- Teacher and student learn from one another
- Whanau and learner cannot be separated
- Language and identity count – knowing, respecting and valuing who students are, where they come from and building on what they bring with them
- Effective learning practices require learning contexts that are meaningful for the learner, accurate assessment, and responsive feedback that supports further learning.

To this end, Fount College will have the following goals:

Goal One: To create a Māori Education Plan for Fount College

Goal Two: To provide high quality teaching and learning for Māori students

Specific Actions

- Quality teaching for Māori students
- Culturally responsive practice

Indicators:

- Teachers are focused on raising Māori student achievement
- Māori students articulate that their school and teachers have high academic and behavioural expectations
- Strong and positive relationships are evident between Māori students and teachers
- Lessons are planned around students experiences and interests
- There is a purpose for learning
- Students voice is encouraged in unit planning and unit/lesson evaluation
- Teacher practice is informed by current research

Goal Three: To aggregate and analyse student achievement and progress data to inform future planning, the BOT and the Maori community

Specific Actions

- Analyse all student achievement data for Māori students

Indicators

- Data is analysed and used to inform future planning.
- Māori students make accelerated progress.

Goal Four: To analyse attendance data for Māori students

Specific Actions

- Maori student attendance rates will be closely monitored.
- Contact made with parents of students whose attendance is of concern.

Indicators

- Data is analysed and evaluated

Goal Five: To develop a strong profile of Māori Language Week/Matariki in the school (Ako)

Specific Actions

- Work with staff and student leaders to plan and organise a range of activities for Māori Language Week/Matariki

Indicators

- Māori Language Week/Matariki has a high profile within the school and community.

Goal Six: To implement staff professional learning

Specific Actions

PART 2 - APPLICATION FORM

APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

- Survey staff to find out levels of confidence in te reo and tikanga Māori
- Investigate sources of Professional Development available
- Extend the use of Te Reo and tikanga Māori resources

Indicators

- Staff are familiar and confident in their teaching and practice of tikanga and te reo , ensuring best practice for Māori students
- Success for Māori self-review team are up to date with current research and best practice for Māori students

Goal Seven: To incorporate Tataiako – Cultural Competencies for Teachers of Māori Learners into the school appraisal processes

Specific Actions

- For staff to become familiar with Tataiako document
- As a school select one area to focus on
- Teachers select one goal related to the school focus area

Indicators

- Teachers are familiar with the dimensions of Tataiako – Cultural Competencies for Teachers of Māori Learners
- Appraisal documentation is updated to include elements of Tataiako

Additional goals for AKO

The concept of ako will also be a key part of Fount College's plan to raise outcomes for Maori learners. . Ako describes a teaching and learning relationship where the teacher is also learning from the student and where teachers' practices are informed by the latest research and are both deliberate and reflective. Ako is grounded in the principle of reciprocity and recognises that the learner and whanau cannot be separated. The key aspects of ako are: **Language, identity and culture counts** – knowing where students come from and building on what students bring with them and Productive **Partnerships** – Māori students, whanau and educators sharing knowledge and expertise with each other to produce better outcomes."

Goals for in the classroom;

- To incorporate the concept of ako into our teaching and learning programmes. Ako is grounded in the principle of reciprocity and also recognises that the learner and whanau cannot be separated. (Pg 20 Ka Hikitia)
- To make the classrooms a culturally welcoming place for Māori students
- To recognise significant celebrations, such as Māori Language Week and Matariki
- To further extend the use of Te Reo in classes
- To incorporate opportunities to develop concepts of tuakana teina (children guiding each other), kaiarahitanga (leadership) and whanaungatanga (a sense of family connection) in the classroom
- To further develop the concept of Kotahi Tatou – working as one, in classrooms.

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.aspx ;
- 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

Fount College is committed to providing a safe, welcoming place for Pasifika students, parents, fanau and the community. Fount College's plan is accelerating achievement for Pasifika students, particularly in the areas of Literacy and Numeracy.

PART 2 - APPLICATION FORM

APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

The goals are as follows:

1. Pasifika learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications.
2. Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/or employment.
3. Pasifika parents, families and communities engage with schools in supporting their children's learning.

In the classroom;

Goal	Purpose	Evidence	Future Action	Perceived Outcomes
To make the classrooms a culturally welcoming place for Pasifika students	<p>To value the Pasifika children and the community.</p> <p>To provide relevant Pasifika displays as a reference for prior and on-going learning about Pasifika languages and cultural identity.</p>	Pasifika culture and language are recognised and acknowledged in class environments, planning/teaching and relationships.	Continue to ensure that classrooms are culturally welcoming and responsive places for Pasifika students.	All classrooms are culturally responsive and welcoming places where Pasifika students feel valued as Pasifika people.
To recognise significant celebrations, such as Pasifika Language Weeks, Whānau Sunday and cultural festivals, and Independence Days	<p>To show children and their families that we value all Pasifika heritages.</p> <p>To provide opportunities to celebrate and to learn from the Pasifika students, fanau and community.</p>	Pasifika students' Parents will be involved in planning and preparing (including making resources) for Pasifika Language Weeks and cultural celebrations. They also teach the prepared lessons in classes across the school each day during Pasifika Language Weeks.	<p>Continue to make this a regular feature of the school year</p> <p>Encourage more parental involvement during Pasifika Language Week/cultural celebrations</p>	We will have a firmly embedded, full, exciting and engaging programmes running for Pasifika Language and cultural celebrations. This will involve the support of fanau in activities such as cooking, weaving and Pasifika performances
To incorporate opportunities to develop concepts of tuakana teina (children guiding each other), (leadership) and fanau connection in the classroom	<p>To provide students opportunities to develop leadership skills.</p> <p>To provide opportunities for senior, or more able, students to coach and mentor younger or less able students.</p> <p>To provide opportunities for cooperative learning.</p>	Buddy reading Pasifika maths Environment days Student and Cultural Leadership groups Music PB4L Pasifika/Pasifika Language Weeks Relationships/interactions with other Pasifika students, teachers and parents.	<p>To explore opportunities for younger students to have opportunities for leadership within the classroom/school</p> <p>To explore further opportunities to promote tuakana teina in class and across the school</p>	Leadership positions are firmly established and have become a part of college culture. Cultural leaders play a strong role in promoting Pasifika success at Fount College.

In the school

Goal	Purpose	Evidence	Future Action	Perceived Outcomes
To provide professional learning for staff	<p>To give staff opportunities to increase their knowledge of effective teaching for Pasifika children.</p> <p>To induct new staff into how we work with Pasifika children at Fount College.</p> <p>To keep staff updated on relevant developments in education success for Pasifika.</p>	Work with appropriate agencies to provide support for staff.	To extend the training from the Pasifika Maths project to other staff and other curriculum areas.	Staff have up to date knowledge of teaching strategies, approaches and research related to Pasifika students learning.
To develop strong fanau relationships	Fanau feel welcome and valued in the school. School and fanau work together to ensure student success	Fanau groups will be established.	To establish a Fanau Advisory Group to support the school in encouraging success for all Pasifika students.	Fanau will be involved more in supporting the school to deliver aspects of the curriculum related to Pasifika. Connections with fanau will be strengthen and we will have a strong fanau group who are actively involved in the life of the school at all levels
To continue to aggregate and analyse student achievement data for Pasifika students and report to the BOG and Pasifika community.	<p>To ensure that Pasifika students leave Fount College with the highest possible levels of achievement in these core curriculum areas.</p> <p>To ensure that we know how Pasifika students are achieving, particularly in literacy and numeracy.</p>	<p>All data is analysed in relation to ethnicity.</p> <p>Data is shared with the BOG</p>	Continue to analysis data and use this to inform decision making within the school.	Pasifika students will be achieving at or above the school average and in line with the national average in reading, writing and mathematics
To continue to focus on literacy and numeracy achievement.	To continue to review classroom programmes to determine how we could better cater for Pasifika learning needs.			
To continue to monitor the attendance of Pasifika students via CoolSIS	To ensure that Pasifika student presence at school is at the highest possible rate	Attendance data is aggregated on a termly basis	To share student attendance data with fanau and consult on how we can improve the attendance of Pasifika students	
To ensure that the Pasifika community is represented on the Board of Governor.	To ensure that the BOG is reflective of the school community	The BOG will have representative from Pacific Island groups.		The school BOG will be reflective of the school ethnic mix, there will be governors that will be able to voice a Pasifika perspective on school decision making processes

In the Community

Goal	Purpose	Evidence	Future Action	Perceived Outcomes
Organise fanau contacts across the different Pasifika groups at Fount College	School decisions are based firmly on what is best for Pasifika students, fanau and community are engaged in decision making.	Regular forms of consultation evident, such as Pasifika fono, fanau surveys.	Set up fanau home school partnerships where parents are leading learning sessions.	Parents will be teaching parents how to support their child's learning at Fount College.
Establish contact with the churches our Fount College families are connected to	Home, school and community work together to promote educational success for Māori students.		Make contact with church ministers / elders to establish a reciprocal relationship of sharing important dates, events and to support the learning happening in each setting.	Fount College will have a good connection with the identified church communities and we will work together to provide the best educational opportunities for Pasifika students.
Organise home school partnership workshops covering different areas of learning that families can participate in.	<p>To engage Pasifika parents in the learning of their children.</p> <p>Develop open relationships with families.</p> <p>Set up fanau home school partnerships where parents are leading learning sessions.</p>	<p>Teams organise workshops for areas of concern in academic learning.</p> <p>Regular home school partnership meetings such the maths evenings and health expo</p>	<p>Set dates early 2016 for parent engagement sessions in connection to needs identified in end of year (2015) assessments.</p> <p>Develop holiday learning programmes lead by parents and teachers.</p>	Fanau and community are consulted regularly with all matters relating to success for Pasifika.
Organise fanau contacts across the different Pasifika groups at Fount College.	School decisions are based firmly on what is best for Pasifika students, fanau and community are engaged in decision making.	Regular forms of consultation evident, such as Pasifika fono, fanau surveys.	Set up fanau home school partnerships where parents are leading learning sessions.	Parents will be teaching parents how to support their child's learning at Fount College.

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.**

The college will have effective systems and processes in place to enrol and welcome students with special education needs. The specific needs to each child will be identified and Individual Education Plans (IEPs) will be drafted in consultation with the parents and school personnel.

The college will ensure that these students are learning and achieving through activities that interest and challenge them. Fount College wants these students to feel like they belong at the school, want to go to school, have friends and experience success. The college will foster identify, language and cultures of the students and will have high expectations for all learners. Teachers will be innovative and flexible in order to meet the needs of these students. Comprehensive monitoring systems will be in place to monitor the health and well-being of these students to enable them to maximise every opportunity for them at school. Teachers and teacher aides will be supported in developing their understanding of students presenting with specific conditions such as autism and dyslexia for example. The school will maintain very close contact with the students, families, whanau and their communities. Home visits will be an important part of the "wrap around" service provided by the school for these students.

Self-review processes will be in place to ensure that programmes are meeting the needs of students and ongoing improvement to policies and procedures.

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

Fount College will include one year nine class in 2018 and one year nine and one ten class in 2019. This has been considered in the current budget plan.

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

Pearl of the Islands Foundation is already operating a provisionally registered child care centre. Fount College will be a Year 1 to 10 levels therefore is not required to comply with ECE regulations.

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 primary purpose of assessment is to improve students' learning and teachers' teaching as both students and teacher respond to the information that it provides. Effective assessment will involve students, benefit students, support teaching and learning goals and is planned and communicated. Assessment for learning strategies such as those in the following diagram will be used.

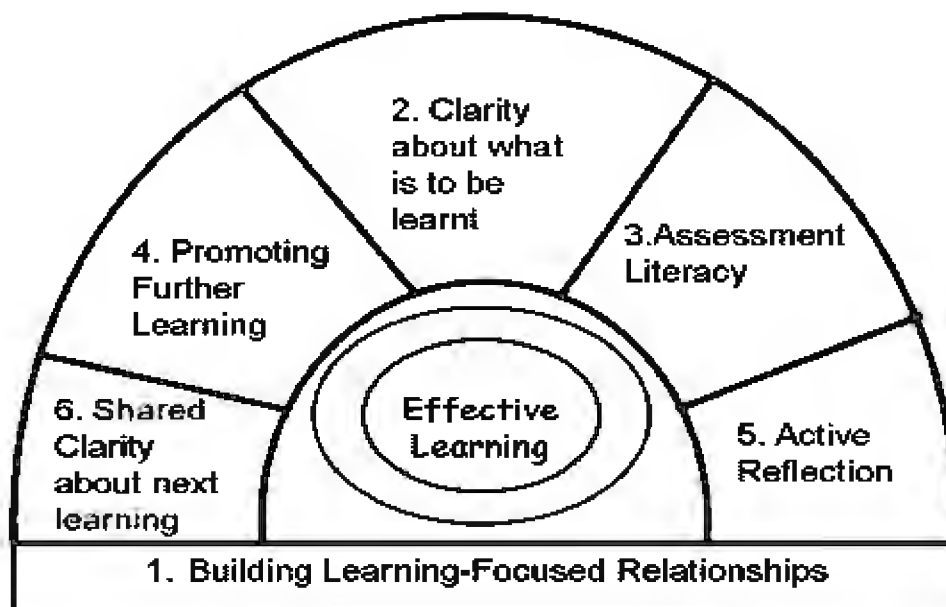


Figure 7. Overview -Teacher and Student Capabilities

Capability One: Building Learning-Focused Relationships

- The success of teaching and learning is founded on the quality of the relationship built between the teacher and the student.
- The teacher must know how to manage the motivational climate of the classroom and how to foster and build a learning-focused relationship with students whereby there is a shared ownership and responsibility for learning.
- This provides students with the maximum opportunity to build their own motivation to learn.
-

Capability Two: Being Clear About What Is To Be Learnt

- Teachers and students will be clear about:
 - what students are to learn;
 - how and why they are going to learn it;
 - how they will know when they have been successful.

Capability Three: Assessment Literacy

Assessment literacy is about the understandings and strategies teachers need in order to:

- be able to gather dependable information about the status of a student's (or group of students') learning
- gather and aggregate information dependably
- skilfully interpret and evaluate information for individuals and groups of students in order to decide on what to do next to support learning
- contribute evidence to partnerships of learning (parents, colleagues, boards etc)

This capability is curriculum specific, although there are many cross-curricula links

Capability Four: Promoting Further Learning

- Describes the strategies used by teachers and students to close the gap between the current state of learning and the current desired goal. It naturally follows on from assessment.
- For example: Highlighter pens- Pink=Tickled Pink Green=Green for Growth and feedback strategies developed by Shirley Clarke

Capability Five: Active Reflection

- Active reflection requires both teachers and students to evaluate the effectiveness of the learning and the learning process.
- It is about monitoring the teaching and learning process (planning, learning, teaching, assessing and student achievement) so connections can be made about what has worked well and what has not been so successful, so that programme adjustments can be made. This is often referred to as 'using metacognitive strategies'.
- Teachers should use these reflective or evaluative strategies and assist students to use them.

Capability Six: Clarity About Next Learning Steps

'Next steps' is about:

- the direction or the plan that the teacher needs to have about where the learning is headed
- what the teacher needs to do in order to effectively communicate the direction to the students; it addresses the question, 'After we have learnt this, what do we learn next?'
- what the students need to do to play their part in ensuring that the teaching and learning has direction for them

ASSESSMENT TOOLS USED AT FOUNT COLLEGE**JAM (Junior Assessment of Mathematics)**

The JAM assesses the achievement of a student in relation to levels one and two of The New Zealand Curriculum (NZC) and the mathematics standards for years 1–3. The assessment consists of 9 modules. Each module can be used as a separate assessment, or the modules can be combined to provide a broader assessment. The JAM is available on the nzmaths website.

GloSS

The GloSS assessment enables you to identify the strategy stage students are operating at across all three strategy domains, known as the global strategy stage. It consists of a series of strategy questions that can be administered to individual students in a few minutes. Multiple forms of the interview are available so that students do not become too familiar with the questions. More information is available from the nzmaths online PD. The GloSS assessments are available on the nzmaths website.

IKAN

The IKAN assessment identifies the knowledge stages students are operating at across all five knowledge domains, known as the global knowledge stage. The IKAN interview is for students at the counting stages of the number framework. It can be carried out formally in a one-on-one situation or in a small group setting. The IKAN written test is for students at the part-whole stages of the number framework. Whilst IKAN informs what we know about a student's number knowledge, this assessment on its own is insufficient to give a full picture of a student's achievement in number. More information is available from the nzmaths online PD. The IKAN assessments are available on the nzmaths website.

e-asTTle

e-asTTle is an online assessment tool, developed to assess students' achievement and progress in reading, mathematics, writing, and in pānui, pāngarau and tuhiuhi. More information about e-asTTle is available from the TKI website.

PAT

PAT:Mathematics is a series of 9 multiple choice tests designed for students in years 3 to 10. Each test can be used at multiple year levels. Achievement on each test can be reported on a common measurement scale. The scale allows formative and summative reporting. A marking and analysis service is available. More information about PAT assessments is available from the NZCER website.

Class observations, questions

Teachers will also be collecting information through informal assessment activities. By observing students as they work in groups, asking questions, setting specific activities, and marking students' workbooks, teachers can collect information to improve the teaching and learning of mathematics.

6 Year Net (Observation Survey)

- Six Year Net involves observing students who have been at school for a year to see if they are making the expected progress in literacy. It helps teachers to identify students who may need extra help and support

Supplementary Test of Achievement in Reading :

- Supplementary Test of Achievement in Reading (STAR) helps teachers to identify those needing extra help, group children by ability and needs, diagnose areas of difficulty, and evaluate programmes. It can be used to assess reading years 3 to 9.

English Exemplars: An English exemplar is a sample of authentic student work annotated to illustrate learning, achievement, and quality in relation to levels 1 to 5 of English curriculum achievement objectives (1993). The English exemplars relate to every strand of the English curriculum, to a range of achievement objectives, and to a variety of associated text forms.

- **National standards:** National Standards came into effect in English-medium schools with pupils in years 1 to 8 in 2010. The standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school.

Assessment Resource Banks (ARBs)

- These consist of curriculum-based assessment resources designed for students working at English, maths, and science curriculum levels 2 to 5, for use in New Zealand schools. This tool can be used to assess reading and writing.

Schonell Spelling Test

Will indicate a spelling age that falls between 5 and 15+

Fount College Assessment Plan

	Reading	Writing	Listening	Mathematics	Other resources
Junior Primary Years 0-4	Concepts about Print 6 year net Observational Survey (at 6 years old) Running Records STAR (Year 3)	e-asTTle SpellWrite		JAM IKAN	ARBs English exemplars national Standards illustrations
Senior Primary Years 5-8	e-asTTle Probe STAR PAT Comprehension PAT Vocabulary	e-asTTle Schonell spelling	PAT	PAT e-asTTle GloSS IKAN	
Junior Secondary Years 9-10	e-asTTle PAT Comprehension PAT Vocabulary	e-asTTle Schonell spelling	PAT	PAT e-asTTle IKAN	

Fount College Wide Termly Assessment Schedule-Tracking Progress Over Time

	Term 1	Term 2	Term 3	Term 4
Week 1			Start Running Records e-asTTle reading L23+	PAT Maths Team moderation of writing
Week 2	Writing Sample PAT Listening	Running Records	e-asTTle maths	STAR Y3-6 PAT Listening
Week 3	Begin Running Records STAR Schonell Spelling Test A		Start GloSS 4 – Y4-6 (if below Stage 4 use JAM)	PAT Vocab School-wide moderation of writing PAT Comprehension Data Entry Writing
Week 4	PAT Vocab Team moderation of writing PAT Comprehension	Data entry – Running Records Y4-6 Complete OTJ forms	IKAN Test 4 – Stage 4+ Data entry – GloSS, IKAN, e-asTTle maths	End of Year OTJs Y4-8 complete forms
Week 5	e-asTTle Reading L23+ School-wide moderation of writing PAT Maths Data entry - writing	Team discussion – reading data, so what planning Team moderation OTJs Y4-6 OTJs to AP T & L	Team discussion maths data, so what planning Data entry – Running Records, e-asTTle reading	11/11 Team moderation of OTJs OTJs
Week 6	GloSS Test 3 – Y4-6 Team discussion writing data, so what planning	Writing Sample		
Week 7	e-asTTle maths Y4-6 Data entry – Running records, PAT listening, comp, & vocab, STAR, e-asTTle Reading	Team moderation of writing	Team discussion reading data, so what planning	
Week 8	IKAN Test 3 – Stage 4+ Team discussion reading results, so what planning	Data entry writing Waterfall graphs - latest guiding reading levels to Michelle – up to and incl. L23	Writing Sample Schonell Spelling Test B	Waterfall graphs completed
Week 9	Data entry- GloSS, PAT Maths, e-asTTle maths, IKAN	Team discussion writing data, so what planning	Team moderation of writing Waterfall graphs - latest guiding reading levels	
Week 10	Team discussion maths data, so what planning Waterfall graphs - completed			
Week 11				

Anniversary Date Reporting Schedule for National Standards

Assessments will be completed and data entered into CoolSiS two weeks prior to each student's anniversary date or end of year. The OTJ will be moderated by the team before being finalised. Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning.

****Running Records are to be taken using a 'seen' text (introduced the previous day)***

Date	Reading	Writing	Mathematics
After One Year at school	<ul style="list-style-type: none"> Running Record 6 Year Net 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness test Schonell Spelling Test 	<ul style="list-style-type: none"> JAM
Interim Assessment After 60 weeks (1.5 years) at school	<ul style="list-style-type: none"> Running Record Alphabet Test Burt Reading Test 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness test Schonell Spelling Test Hearing and Recording Sounds in Words 	<ul style="list-style-type: none"> JAM
After Two Years at School 80 weeks	<ul style="list-style-type: none"> Running Record 6 Year Net (repeat) 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness Test Schonell Spelling Test 	<ul style="list-style-type: none"> JAM IKAN (Stage 4+ only)
Interim Assessment After 100 weeks at school	<ul style="list-style-type: none"> Running Record Alphabet Test Burt Reading Test 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness test Schonell Spelling Test Hearing and Recording Sounds in Words 	<ul style="list-style-type: none"> JAM IKAN (Stage 4+ only)
After Three Years at School 120 weeks	<ul style="list-style-type: none"> Running Record PROBE 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness Test Schonell Spelling Test 	<ul style="list-style-type: none"> JAM IKAN (Stage 4+ only)
Interim Assessment After 140 weeks at school	<ul style="list-style-type: none"> Running Record PROBE 	<ul style="list-style-type: none"> Writing Sample Phonological Awareness test Schonell Spelling Test 	<ul style="list-style-type: none"> JAM IKAN (Stage 4+ only)

End of Year 4	STAR PROBE PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading	e-asTTle writing Schonell Spelling Test	PAT mathematics e-asTTle IKAN GloSS
End of Year 5	STAR PROBE PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading	e-asTTle writing Schonell Spelling Test	PAT mathematics e-asTTle IKAN GloSS
End of Year 6	STAR PROBE PAT Reading/ Comprehension/ Vocabulary	e-asTTle writing Schonell Spelling Test	PAT mathematics e-asTTle IKAN GloSS
End of Year 7	PROBE PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading	e-asTTle writing Schonell Spelling Test	PAT mathematics e-asTTle IKAN GloSS
End of Year 8	PROBE PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading	e-asTTle writing Schonell Spelling Test	PAT mathematics e-asTTle IKAN GloSS
Year 9	PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading Paul Nation Academic Word List	Writing sample	PAT mathematics e-asTTle mathematics Own learning area assessments
Year 10	PAT Reading/ Comprehension/ Vocabulary e-asTTle Reading Paul Nation Academic Word List	Writing sample	PAT mathematics e-asTTle mathematics Own learning area assessments

How assessment will be used to tailor instruction

Through cycles of inquiry once a term, teachers will collate, aggregate and analyse student achievement data in reading, writing and mathematics and through professional learning discussions, indicate areas for further focus and development with students. The fundamental purpose of the Teaching as Inquiry cycle is to achieve improved outcomes for all students. Less obviously, but very importantly, the cycle is an organising framework that teachers can use to help them learn from their practice and build greater knowledge. In the **focusing inquiry**, teachers identify the outcomes they want their students to achieve.

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They consider how their students are doing in relation to those outcomes, and they ask what their students need to learn next in order to achieve them.

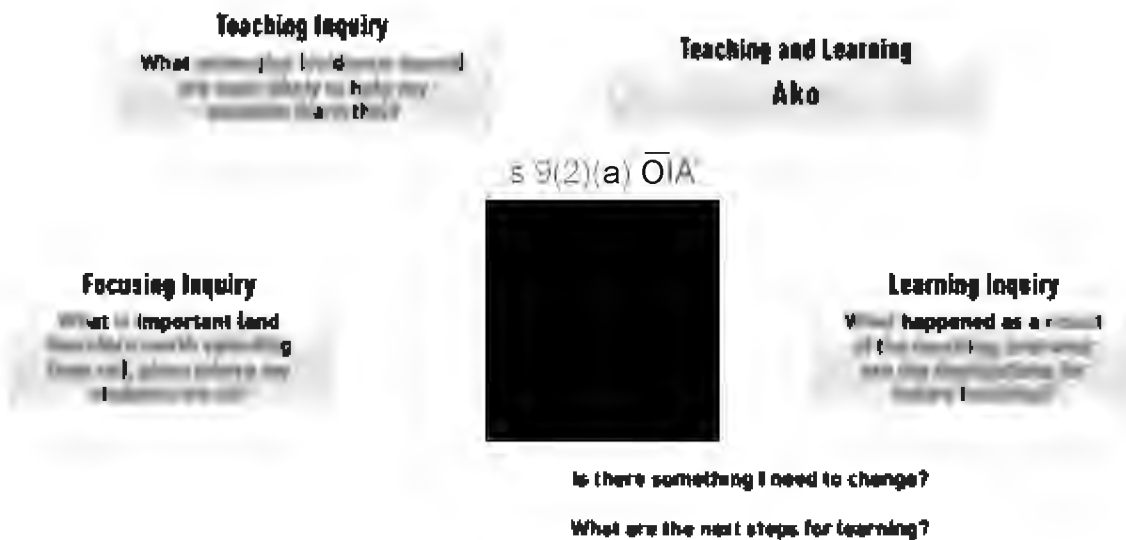


Figure 8. Using Information to Inform Practice

In the **teaching inquiry**, teachers select teaching strategies that will support their students to achieve these outcomes. This involves asking questions about how well current strategies are working and whether others might be more successful. Teachers search their own and their colleagues' past practice for strategies that may be more effective, and they also look in the research literature to see what has worked in other contexts. They seek evidence that their selected strategies really have worked for other students, and they set up processes for capturing evidence about whether the strategies are working for their own students.

The learning inquiry takes place both during and after teaching as teachers monitor their students' progress towards the identified outcomes and reflect on what this tells them. Teachers use this new information to decide what to do next to ensure continued improvement in student achievement and in their own practice.

Although teachers can work in this way independently, it is more effective when they support one another in their inquiries. We all have basic beliefs and assumptions that guide our thinking and behaviour but of which we may be unaware. We need other people to provide us with different perspectives and to share their ideas, knowledge, and experiences.

This **focusing inquiry** establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next. Ministry of Education, 2007, page 35.

The key question for the focusing inquiry is: ***What is important (and therefore worth spending time on), given where my students are at?***

In this **teaching inquiry**, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry. Ministry of Education, 2007, page 35.

The key question for the teaching inquiry is: ***What strategies (evidence-based) are most likely to help my students learn what they need to learn?***

Involving students in learning conversations about their progress and achievement

- Teachers and students will discuss their interpretations of achievement criteria using evidence.

- Teachers and students will compare samples of work with exemplars.
- Teachers and students will clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students will receive dependable achievement information upon which to act

14. Explain how your school will:

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

Response

- Fount College will provide live attendance data to parents. This means that at any time of the school day, parents can find out the live attendance and punctuality rates of their child at school through CoolSIS (text messaging). Each student not at school will be followed up by administration staff.
- The importance of regular attendance will be discussed at the Home Visits. Brooks (2006, p. 72) states, "Because parent involvement influences a student's sense of the meaningfulness of school and increases students' commitment to school goals, it is essential that schools maintain connections with parents to encourage their involvement with their children's education"
- The school will recognise the importance of the role of the teacher in promoting and encouraging student attendance through their day to day interactions with students and parents.
- Parents as Educators Programme will include information on the importance of regular attendance and punctuality.

b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations

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

d) communicate with parents/families/whānau and community concerning the school's progress and achievements

Response

• Social Gatherings

These will include dinners for specific cultural events such Matariki and Samoan and Tongan Language Weeks. Parent breakfasts (Bring Your Own Plate) will be held monthly during school hours- held at school. These will be in addition to the school picnic and sports activities. These events will support parents and children to feel connected to the school.

• Parents as Educators Programme. Six workshops will be held for parents throughout the school year. Content will include:

- Curriculum such as reading, writing and mathematics,
- National Standards
- NCEA and careers education
- Parenting tips and skills
- Health and child development
- Parents will also have an opportunity to participate in overseas trips such as ANZAC Study Tours
- Maori parents' hui and Pasifika parents' fono

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- **Reporting to parents**

There will be teacher parent meetings held each term.

- **Home Visits**

Every home will be visited at least once each year.

- **Volunteering Opportunities for Parents**

Parents will be welcomed into the school and will have opportunities to support students in classes, in the library, and for sporting and cultural activities.

- **Communication with Parents via School Newsletters, Web Pages, Class Blogs and Social Media**

Electronic newsletters will be sent out to parents fortnightly sent out fortnightly by the school. Information in the newsletters will include celebration of student academic, sporting and cultural achievements. The School will also make use of social media to inform and educate parents. Families will also receive minutes from the Board of Governors meetings.

- **Student Information System (CoolSis)**

The Student Management System CoolSis (www.coolsis.com), will record attendance, academic, sporting and cultural achievement, student behaviour. CoolSis provides internet accessible software applications to schools. It leverages technology to ease reporting weight, open up lines of communication and simplify internal processes, such as scheduling and grading. CoolSis Student/Parent web pages increase school/home collaboration; provide parents with anytime, anywhere access to student progress; and enable students to take more accountability for their own learning and overall academic performance. CoolSis is the solution to school information management; helping schools and districts improve everyday workflow. CoolSis improves communication among the whole school community, helping faculty, teachers and parents, schools and districts communicate easily and efficiently. CoolSis is used in the Australian United Federation Schools in Australia.

- **CoolSis Modules:**

- Parent & Student Web Access: Parents and students get access to view all up-to-date grades, assignments, schedule, behavior incidents & scores, attendance, calendar, communication log (parents only), applications (parents only), checklist (parents only) courses, course/club choices, transcript, reports, and school contact info.
- Mobile Application: With the Mobile Application parents and students have access to most of the same live information from Web Access. Check academic information from anywhere, 24/7 using any smartphone.
- State Reporting: The CoolSis state reports are all 100% compliant and ready to export. Contact us to learn about the state and government reports we provide or to request a new state report.
- Exam Reader: Teachers can avoid human errors, reduce the amount of grading time, and use regular printing paper with the CoolSis Exam Reader.
- Online Inquiry: Schools can set up a link on their website to receive inquiries from interested parents. Each inquiry automatically starts an application that can be seen by your school's office manager.
- Reports: All reports on CoolSis are easy to read and provide useful organization of data to be analysed by users. CoolSis has predefined reports for each module and can make custom reports through each user's window.

- **Develop Relationships with Organisations such as Universities, The Local Marae, Pasifika Groups etc.**

15. Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.

Response

- a) engage with specific community organizations which serves similar ethnic groups in order to address diverse needs of different communities
- b) make school facilities accessible for community organizations to mutually benefit same communities
- c) partnership with social workers working in different fields to promote community cohesion through humanitarian work

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

We have not committed to any formal partnerships and do not envisage doing so at this stage. However the opportunity for partnerships will be considered in the future.

Should we be successful, the following organisations will be approached:

- University of Auckland , Auckland University of Technology and Massey University
- Local iwi and Pasifika groups
- Local business groups
- The New Zealand Police
- Local RSAs for ANZAC projects
- Sports Clubs
- Cultural groups

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

Tertiary Education Organisations

Students from tertiary educational organisations will be coaching and mentoring students from the College two days in a school week as well as Saturday in a paid capacity.

Students from overseas, studying education at universities in New Zealand on scholarships will also be able to work at the College in a coaching and mentoring capacity. The Pearl of the Islands Foundation will fund these students through scholarship to study in New Zealand and then the students will be required to give "service" back to Fount College or PIF schools.

The Education Group Ltd- Auckland (www.educationgroup.co.nz)

- Appraisal of the Principal
- Planning and implementation of curriculum
- Teacher professional development in curriculum
- Governance- supporting the Board of Governors in policy development and governance training

The Australian Universal Federation of Education & Culture (AUF) (See **Appendix: A** for Memorandum of Understanding between Fount College and AUF and details of the MOU)

18. Explain and provide evidence to support your proposed school calendar setting out:

a) the daily hours of operation;

Response

The school day will begin at 8.45 am (8.30 for the junior secondary classes) and finish at 3.15 pm. From 3.30 pm to 4.30 pm students in Years 5 to 8 will receive mentoring and coaching, extra tutoring, special interest modules and sport coaching and activities. In addition to this, a Saturday programme (from year five) of social activities, mentoring and coaching in curriculum areas, sports and using e-learning devices will be offered.

Students will also have an opportunity to attend school camps in the holidays staffed by College staff, volunteers and tertiary scholarship students.

b) indicative student timetables; and

Response

Fount college Student Timetable for Junior Primary Students (Years 0 to 4)

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8.45 am - 10.40 am (Snack time at 9.45 am)	Literacy and learning Languages	Literacy	Literacy and learning Languages	Literacy	Literacy and Learning Languages
Fitness 10.40 am -11.00 am	Fitness	Fitness	Fitness	Fitness	Fitness
Break 11.00 am -11.20 pm	Break	Break	Break	Break	Break
Block 2 11.20 am -12.00pm 12.00 pm -12.50 pm	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies
Break 12.50 pm-1.30 pm	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports
Block 3 1.35 pm - 3.15 pm	The Arts	Health and Physical Education	The Arts	Health and Physical Education	The Arts

Fount College Student Timetable for Senior Primary Students (Years 5 to 8)

	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1 8.45 am - 10.40 am (Snack time at 9.45 am)	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies	Mathematics Science, Technology, Environmental Education, Social Sciences through inquiry and project based methodologies
Fitness 10.40 am - 11.00 am	Fitness	Fitness	Fitness	Fitness	Fitness
Break 11.00 am - 11.20 pm	Break	Break	Break	Break	Break
Block 2 11.20 am - 12.50 pm	Literacy (Reading, Writing and Oral Language) Learning Languages	Literacy (Reading, Writing and Oral Language) Learning Languages	Literacy (Reading, Writing and Oral Language) Learning Languages	Literacy (Reading, Writing and Oral Language) Learning Languages	Literacy (Reading, Writing and Oral Language) Learning Languages
Break 12.50 pm - 1.30 pm	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports
Block 3 1.30 pm - 3.15 pm	The Arts	Health, PE and Outdoor Education	The Arts	Health, PE and Outdoor Education	Health, PE and Outdoor Education
Break 3.15 pm - 3.30 pm	Break	Break	Break	Break	Break
Block 4 3.30-4.30	Coaching and mentoring Enrichment Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules

Fount college Student Timetable for Junior Secondary Students (Years 9-10)

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 am – 9.40am	Maths	English	Maths	ICT	Science
9.45 am – 10.40 am	English	ICT	English	Maths	English
10.45 am - 11.40 am	Science	Maths	Social Studies	English	Maths
11.40am - 12.00pm	Break	Break	Break	Break	Break
12.00 am - 12.55 pm	ICT	Independent	Science	Independent	Social Studies
12.35 pm- 1.20 pm	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports	Lunch and Sports
1.30 pm - 3.15 pm	Social Studies	PE, Health	The Arts	Music	Club Activities
3.15 pm- 3.30 pm	Break	Break	Break	Break	Break
3.30-4.30	Coaching and mentoring Enrichment Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules	Coaching and mentoring Enrichment Clubs Special Interest Modules

- 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**2015 school terms and holidays**

Start date	End date	
Term 1	Between Monday 2 February (at the earliest); and Thursday 5 February (at the latest)	Thursday 2 April (80-86 half-days)
Term 2	Monday 20 April	Friday 3 July (108 half-days)
Term 3	Monday 20 July	Friday 25 September (100 half-days)
Term 4	Monday 12 October	No later than Friday 18 December (98 half days)*

School Plan

	Term 1	Term 2	Term 3	Term 4
Teacher Call Back days	Five days of teacher planning and professional learning and development	Two days teacher planning and professional learning and development	Two days teacher planning and professional learning and development	
Week 1	New parent induction night	New parent induction night	New parent induction night	New parent induction night
Week 2	Beginning of year assessments and goal setting			
Week 3	Teacher/Parent/Student discussions			
Week 4	Parent breakfast	Parent breakfast	Parent breakfast	Parent breakfast
Week 5	Outdoor education week	Outdoor education week	Outdoor education week	
Week 6				End of year assessments
Week 7	Update assessments if necessary	Update assessments if necessary	Update assessments if necessary	End of year assessments
Week 8	Parent breakfast	Parent breakfast	Parent breakfast	Outdoor education week
Week 9	Reporting to parents	Reporting to parents	Reporting to parents	Reporting to parents Parent breakfast
Week 10	ANZAC study tour			
Week 11				

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

Response

Fount College's Character Education Programme will support the school to manage students' behaviour in a positive and constructive way. The programme will promote values such as Responsibility, Respect, Caring and Compassion, Honesty and Trustworthiness, Fair Go, Understanding, Tolerance and Inclusion etc that will be essential in the holistic development of young people. Positive student behaviour and improvements will be acknowledged and encouraged.

Procedures for behaviour will be established that best suit the needs of the school and children. The focus will be on positive management and modelling. All procedures will be reviewed regularly. Unacceptable behaviour will be dealt with as outlined in the step by step procedures (See **Appendix C 1 Behaviour Management Policy**). Student behaviours are monitored through CoolSiS with trends and patterns shared with staff and parents.

Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviours and accomplishments. Parents will also be informed of positive behaviour and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviours.

The School will be keen to be involved in the Ministry of Education's Positive Behaviour for Learning

See Appendix C 1 for Student Behaviour Management Policy

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

The College Board, in conjunction with School Leaders and staff, will work to ensure that the College is a safe, orderly and drug free environment. They will act in accordance with the Education Act and any other applicable acts.

The College will operate as a drug, alcohol, and Smoke Free workplace. It will adopt and implement a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school leaders to monitor all activities consistently to provide safety and security for the students.

To preserve the long-term health of the Fount College community the following written management procedures will be actively practised and regularly reviewed for compliance. These will include:

- a) Accident register
- b) Adult conduct in the School, eg parents, visitors, support staff, teachers, tradespeople
- c) Child protection
- d) Enrolment of children
- e) Evacuation and emergencies
- f) Hazard identification register
- g) Healthy and safety programme
- h) Health records
- i) Internet use
- j) Medical room/sick children. Administration of medication.
- l) Protection from communicable diseases
- m) Protection from identifiable hazards, e.g. weather, sun, road safety, emergencies, EOTC, equipment, structures
- n) Provision of a healthy learning environment
- o) Publication of children's images and children's work
- p) School security
- q) Student Behaviour Management
- r) The Health & Safety in Employment Act and other Health and Safety legislation and their implementation Fount College.

See Health and Safety policy in **Appendix C-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

School leaders and teachers will determine the professional development needs once the school and curriculum is operational. The professional learning programme will be identified once student achievement has been analysed (term one 2015) and staff's needs have been identified through observations and self-report. Professional learning will include but not be limited to following;

- The development of in-school **Professional Learning Communities** for Teaching as Inquiry projects (See **Appendix D**)
- In-school professional learning by outside consultants e.g. appraisal, self-review, setting up professional learning communities
- Staff attending conferences and workshops

The school will draft a comprehensive plan of how teachers will engage with the wider school community to reflect and improve their teacher practice

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

Response

We will encourage and support any non-registered teachers to become registered while working for the College. It is not our intention to employ non-registered teachers in positions of responsibility with regard to curriculum.

School leaders will allocate specific time to mentor and support provisionally registered staff towards gaining full registration.

Any non-registered staff working at the College in teaching positions will have their performance closely monitored through rigorous appraisal systems.

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

Response

Proposed Programme of Professional Development Programme for Teaching and Support Staff for priority learners

- Rigorous analysis of student achievement data for school planning and reporting purposes
- Staff will familiarise themselves with Ka Hikitia - Managing for Success and the Pasifika Education Plan and use it in their thinking, planning and action for Maori and Pasifika learners
- Teachers will be supported to implement effective pedagogical practices for Maori and Pasifika learners
- Once established, the college will review its curricula to ensure that these reflect the aspirations and needs of Maori, Pasifika and students with special educational needs and are inclusive of the principles of The New Zealand Curriculum.
- Using a variety of ways to engage parents/ whanau/fanau regularly and involve them in students' learning
- Staff learning Te Reo Maori and Tikanga Maori

- 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

It is the intention of the College to use registered teachers to teach the core curriculum. However some of the extra curricula activities and after school activities may be taught by non-registered teachers such as outside experts in The Arts, Sports Coaching and coaching and mentoring students. The non-registered staff will be experts and innovative in their own fields

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

Fount College will be governed initially by an establishment Board of Governors:

Board of Directors will initially consist of the 6 individuals listed below. Once in operation, Fount College will add three additional Board members: the Principal of the school and one each parent from Maori and Pasifika community. This will give an opportunity to the school staff and the parent (Maori and Pasifika) body to actively participate in the school's governance as well as have their voices heard at the Board level.

Below is the list of Governing Board members along with their roles and responsibilities in this project:

- **Carmel Barnao,** s 9(2)(a) OIA [REDACTED]
- **Brian Henry,** s 9(2)(a) OIA [REDACTED]
- **Dr Ashraf Choudhary,** s 9(2)(a) OIA [REDACTED]
- **Dr Faruk Balli,** s 9(2)(a) OIA [REDACTED]
- **Yalcin Solak,** s 9(2)(a) OIA [REDACTED]
- **Taner Basar,** s 9(2)(a) OIA [REDACTED]

The Pearl of The Islands Foundation's advisory board will oversee and advise the Board of Governors.

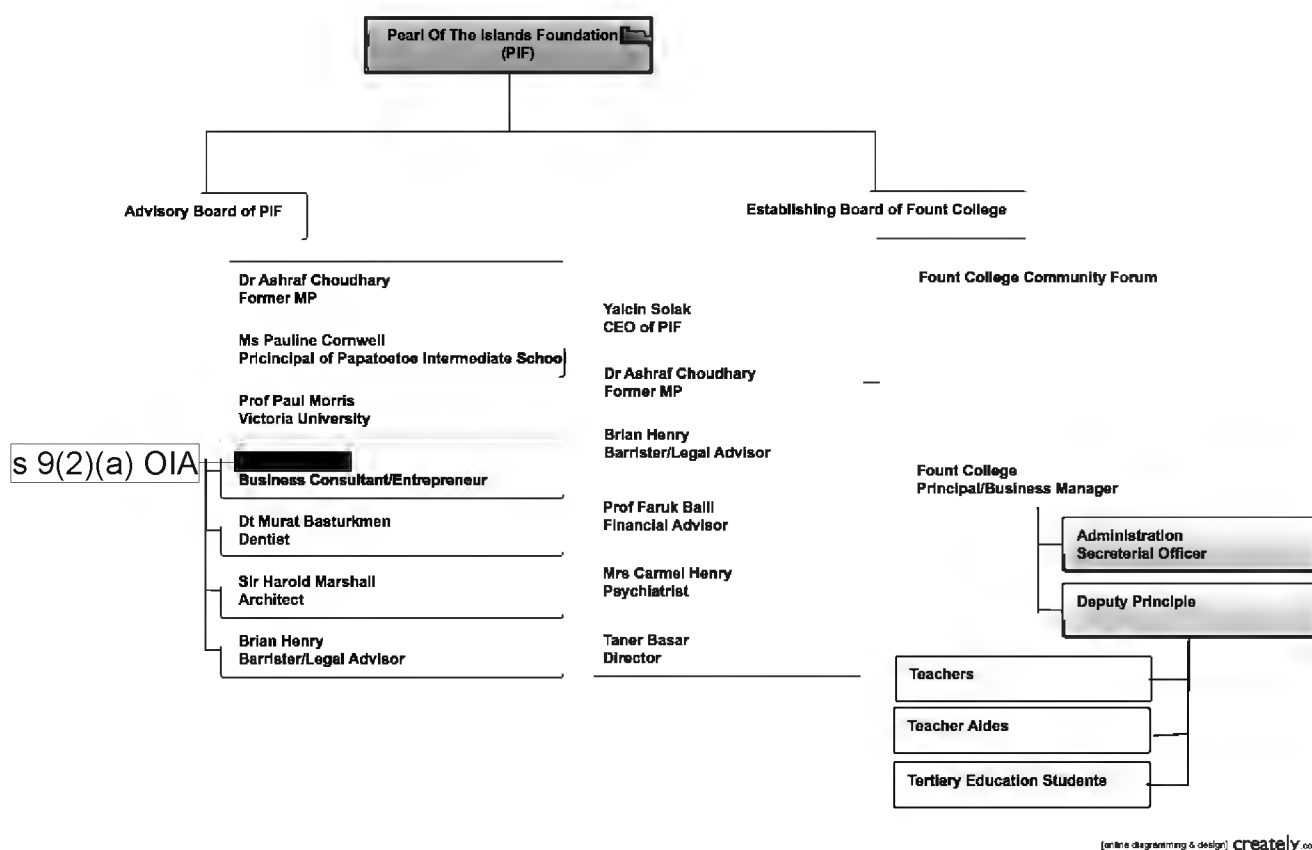


Figure 9. Organisational Chart of Fount College

As the Governing Board of Fount College, we are quite excited about the opportunity to better serve our community by establishing a Partnership school in Auckland with an academic program focusing on science, technology, environmental education, mathematics (STEEM) as well as character education. We strongly believe that Fount College will truly make a difference in the community and therefore it will be a great pleasure to be a part of this partnership school project. We will continuously monitor the school's success and achievement of goals and objectives. As a team, we will ensure that the school operates in accordance with its mission and vision and sustains a safe and disciplined learning environment at all times.

The Principal will also act in the capacity of a business manager as well as a leader of learning. He/she will be supported by a Deputy Principal who will have responsibility for the day to day enactment of the New Zealand Curriculum and smooth running of the College. The Principal will report to the Chairperson of the Board of Governors and will be responsible for submitting appropriately audited accounts each year.

The College's senior leaders will be supported by an Administration Officer who will undertake the following tasks:

- Answer queries
- Maintain Enrolment Register of Admissions/Withdrawals
- Maintain student information on CoolSiS
- Requesting and transferring student records to/from other New Zealand schools.
- Generating School Donation Statements and Receipts.

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- Generate 1st March and 1st July Returns.
- Recording money for trips, activities etc.
- Handle phone enquiries and appointments for Staff.
- Purchasing administration stationery.
- All Filing.
- Health Room – Attending to minor injuries – contacting parents where necessary.
- Monitoring & reporting of SUE reports, payroll & personnel matters
- Sourcing & obtaining relievers for PD and sick leave. Including completing e-reliever returns and weekly Schedules of Leave to payroll.
- Working with enrolment officer with all International Student enrolments, complete pastoral care visits as required, liaison with agents and ensuring the College has compliance with all Code of Practice requirements.
- Attending and taking minutes during meeting
- Manage appointment process for new staff appointments.

When appropriate, members from the College's parent community will support the school in administration tasks and teaching and learning programmes. Scholarship tertiary students will support teachers in after-school programmes and with coaching and mentoring College students

Subcontracting arrangements will be exist for the delivery of specialist services such as sports coaching, The Arts and IT. Further support will be provided by members of the PIF on a volunteer basis.

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

Response

Once the full board of Governors is established, parent representatives, specifically Maori and Pasifika parents will have input into governing the College. This group will also be supported by a parent group called Fount College Community Forum (FCCF) consisting of two parent representatives from each class and also the Deputy Principal. This group will meet twice a term with a focus on:

- Project ideas for fundraising
- Liaise with the other parents from the class
- Planning and implementing cultural activities
- Supporting the after school and Saturday programmes
- Community support for the school
- Support for Outdoor Education activities

The Student Council (representatives from classes from year five upwards) will provide an opportunity for students to have a say in what is taught, how it is taught and how their learning is assessed. They will have input into cultural and social events.

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



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APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

a) Implementation plan the period from gaining approval to the opening of the school

	Building	Resources	Employment	Teacher Recruitment	Enrolment Process	Public Relations
Jun 2014	Complete search for possible sites	List school furniture needs	Advertise managerial and administrative positions			Community outreach starts to inform community about school plans
Jul 2014	Short list potential sites	Plan for acquisition for school furniture and equipment	Short list applicants for Principals	Advertise teaching Positions		Web site is set up
Aug 2014	Finalize School lease	Order classroom furniture / Purchase Office Equipment	Hire Principal / Administrative Officer	Short List Teacher applicants	Advertising for enrolments	School project is officially announced / community meetings are held / Mass mailing
Sep 2014	Construction	Continue acquisition of furniture		Interviews conducted and finalized	Enrolments start	School Office is set up
Oct 2014	Continue work		Hire IT manager	Staff are briefed on School curriculum, policies	Continue Enrolment	Continue Community meetings
Nov 2014	Continue work		Managerial staff starts working		Continue Enrolment	Continue Community meetings
Dec 2014	Wrap up construction / Alteration works	Arrival of majority of furniture and equipment			Continue Enrolment	
Jan 2015	Finalize building alterations	Finalize furnishing and set up		Staff development days start by mid Jan	Continue Enrolment	



PART 2 - APPLICATION FORM

APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

b) Implementation plan the period from the opening of the school to the end of the first year

	Building	Resources	Employment	Teacher Recruitment	Enrolment Process	Parent / Community Relations / Out reach
Feb 2015	Make adjustments in the building after students starts	Adjusts resources				New parent induction meeting
Mar 2015	Draft next year expansion plans	Continue work		Plan next year's staff		Community outreach meeting
Apr 2015	Submit next year plans to board / contract expansion work	List next year Resources / submit requisition to board	List additional Managerial and Support staff	Advertise positions /Schedule interviews	Community welcome	
May 2015	Expansion plans starts	Make planning for acquisition	Advertise positions	Finalize new teachers' employment	Continues enrolment /Advertisem ent	Parent teacher interview
Jun 2015	Work continues	Continue work	Short list applicants	Brief new staff on policies and curriculum set curriculum planning targets for new teachers	Community welcome	Community outreach meeting
Jul 2015	Work continues	Continue work	Interviews / Finalize employment of new		Continues enrolment /Advertisem ent	
Aug 2015	Work continues	Finalize Purchases			Community welcome	
Sep 2015	Work continues				Continues enrolment /Advertisem ent	Community outreach meeting
Oct 2015	Work continues				Community welcome	Parent Teacher interview
Nov 2015	Expansion finalized				Continues enrolment	
Dec 2015				New teacher induction		

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

[Applicant to confirm completion of the workbook titled "RFA PSKH Budget template.xlsx"]

Appendix F

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

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

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

a) Budget Preparation for 2015

Term One

Initial budget template is prepared by the Board of Governors

The College management create draft budget

Term Two

First draft is submitted to board

Board will respond to budget proposal with questions and amendments within two weeks

Term Three

Budget will be revised by school managers and will be submitted to board for final approval.

The College will work with the PIF accountants to ensure the College meets all requirements in all areas. A reference letter from the PIF accountant is included in **Appendix G**

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APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

Spending Authorization

There will be specified budgets for each curriculum area. Each teacher will have a class budget of \$100. Spending authorisations are the following:

The Board of Governors - \$500 per item

The Principal - \$1000.00

The Chairperson - \$5000.00

- anything above each level's authorization will have to be authorized by next level
 - anything exceeding the previously budgeted limit needs to be approved by the Principal regardless of the amount
 - anything above a certain limit that is set up by the board will require to get at least three quotations or tenders
- b) The accountant for PIF will complete the College's audits. The Principal and Board Chair will provide a quarterly cash flow report The Board of Governors will report to the Ministry of Education, all required targets and standards.

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

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

The building will be leased once approval for this proposal is granted. It is expected that the location of the proposed College will be in socio-economically disadvantaged area similar to that of the Foundation's pre-school.

We are working to identify sites in specifically Owairaka, Mt Roskill, Avondale Akarana, Otara, Mangere, and Manurewa. After locating possible sites, we will shortlist and place a conditional offer on the building. We are confident that we will be able to secure a site once the proposal is confirmed. We are utilising the services of Real Estate agents and electronic media to find and secure suitable sites.

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.

The buildings will meet the relevant compliance codes and the Board of Governors will ensure that all buildings are maintained to a high standard and compliant with the relevant codes.

8 OPERATIONS PLAN

31. Explain how the school will:

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

Response

The Board of Governors will use the following strategies to attract potential students to the College

- Extensive advertising in local newspapers, community notice boards,
- Set up website and social media identities for the school
- Flyers

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

Response

- Visit local pre-schools and make contact with the children's families
- Community outreach programmes such as open days
- A presence at community events, church activities and festivals

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

Response

- Work closely with Work and Income and Ministry of Education to identify potential students through their links with their families
- Direct approach through door knocking

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

Response

- PIF's members and volunteers worked alongside with social workers of Anglican Trust for Women and Children (ATWC) to deliver food parcels and meet families from Avondale, Tamaki, Mangere, Papatoetoe and Otara communities. The families who benefited from this kind of gesture come from mainly Pasifika, Maori and other low socio economic backgrounds and cultures. See support letter
- Anzac Study Tours to Gallipoli/Turkey and Other Overseas Exchange Trips (since 2012) for students from low socio-economic state schools such as Avondale Intermediate (2012 and 2013), Papatoetoe and Manurewa Intermediate schools (2014). This also enables us to reach out priority learning group communities in targeted areas. <http://anzacstudytours-pif.blogspot.co.nz>

See reference letters **Appendix E**

e) if proposing to convert an existing school, the nature and medium to advise the community of the proposed conversion.

Response

If such a facility becomes available, we will inform the community through local newspapers, meetings and media sites.

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

Response

The College is targeting local students, specifically Maori, Pasifika and students with special learning needs. The enrolments guidelines outlined in the proposal will be adhered to.

- We will not discriminate students with learning abilities
- Siblings and students from the target communities will get preference when spaces are available
- Special focus on targeted learners
- Ballot system to select students if demands exceeds the number of places available

Aug 2014	Advertising for enrolments
Sep 2014	<i>Enrolments start</i>
Oct 2014	<i>Continue Enrolment</i>
Now 2014	<i>Continue Enrolment</i>
Dec 2014	<i>Continue Enrolment</i>
Jan 2015	<i>Continue Enrolment</i>

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

All policies and procedures will be in accordance with the terms of the Education Amendment Bill and other Ministry guidelines. The following policy will be in place and reviewed every year.

Rationale

Discipline involves keeping a balance between control and freedom, rights and responsibilities to help ensure that behaviour remains within the range of limits acceptable by the community and school.

- Control to protect children from the influence and effects of inappropriate behaviour and actions.
- Freedom for the development of independence and initiative.
- The right of the individual to receive an education in a safe, supportive and non-threatening environment.
- The responsibility of the individual to ensure that their behaviour is appropriate and contributes to a safe, supportive and non-threatening environment.
- Children choose how they behave and must ultimately take responsibility for their actions.

Purpose

To provide an acceptable set of guidelines within which staff, parents and children can work harmoniously.

Guidelines

1. The use of corporal punishment by any staff member (or parent helper or member of the public) on any pupil during school time (or at any time deemed to be school time or when the person is acting in 'loco parentis') is illegal and under no circumstances will its use be condoned in this school.
2. The establishment of positive relationships between student and teacher helps establish desirable behaviour.
3. The emphasis should be on rewarding and reinforcing positive behaviour as opposed to punishing negative behaviour.
4. Well-established and maintained routines plus good housekeeping and preparation in the classroom help develop good relationships.
5. Expectations (rules, guidelines and procedures) need to be clearly state, consistent, adhered to and follow up.
6. A proactive approach in dealing with initial breeches of discipline and prompt action will often prevent the situation from escalating.
7. Teachers will provide children with initial guidance and counselling.
8. The class teacher will keep parents informed of matters "that are preventing or slowing students' progress or harming the student's relationship with teachers and or other students.
9. Behaviour incidences will be recorded on CoolSIS and this will be accessible by parents, students as well as teachers.
10. Parents must be contacted at the earliest possible opportunity if a problem is reoccurring. The problem must be clearly defined and parental support sought.
11. Parents are expected to help develop their child's responsibility for his/her behaviour and to be accountable for his/her actions. It is recognised that some parents/families lack the skills and resources required to develop this responsibility and accountability.
12. Unless a situation threatens immediate safety in order, teachers should attempt to resolve behavioural issues themselves and then move up a heretical ladder for assistance if necessary. The steps are:
Classroom teacher → Team Leader → Deputy/Associate Principal → Principal
13. Outside agencies such as (but not limited to) the Children & Young Persons Service, the Special Education Service, Police Youth Aid, and the Guidance & Learning Unit may be requested to provide support. Such requests will be directed through the Principal.
14. When investigating an incident, the teacher must clearly establish (with reliable witnesses if possible) the facts. It is expected this will include:
 - What happened?
 - Where and when the incident occurred?
 - Who witnessed the incident?
 - Who was involved?
 - What lead up to it?
15. At all times attempts should be made to assist with reconciling the affected parties to an acceptable conclusion.
16. Accusations must be supported by evidence and not speculation.
17. Actions and punishments must not breach the rights of the child or be against the principles of Natural Justice nor may they be cruel or degrading.
18. Detentions:
 - No child may be detained for longer than 30 minutes. This may occur after lunch eating or after School.

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- After school – children are not to be kept in unless their parents have been informed.
- All detentions must be supervised. Children are not to be left alone.
- The child in detention is the responsibility of that teacher up to and including the road crossing.

19. Some options to manage behaviour may include:

- Detention
- Time spent in another teacher's class
- Rubbish duty
- Loss of privileges
- Written apologies
- Conferences
- Chances, Choices and Children programme

20. Suspensions:

- Clear guidelines will be established before resorting suspension
- A committee directed by Principal will be authorised to decide on suspensions
- Parents will be informed prior to any decision made
- Permanent suspension will be finalized by board or a committee designated for this role
- Before each suspension school will take responsibility to demonstrate that the school has followed all necessary policies and procedures

Conclusion

- All pupils have the right to participate in classroom and out of classroom situation without being disrupted by others.
- Teachers should be able to carry out their programmes without disruption.
- Well-disciplined children can make optimum progress in learning, which then provides a safe, successful and enjoyable environment.

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

- Registered experience teacher or relevant administrative experience

Principal / Business Manager	<ul style="list-style-type: none"> • Teaching registration or experience in relevant field • Commitment to school values • good understanding of school philosophy and goals • ability to communicate efficiently all across stake holders • commitment to progressive school environment
------------------------------------	--

Deputy Principal	<ul style="list-style-type: none"> • registered teacher • experience in education field • ability to communicate with his superiors and other stake holders • Oversee the delivery of curriculum across the school • Work with the Principal on Ministry requirements e.g. staffing, SUE reports, legislation, reporting, planning, charter and financial planning
Administration Officer	<ul style="list-style-type: none"> • Overall responsibility for all office, financial and administrative systems and operation. Ensuring smooth running of day to day school administration, accounts, financial record and assisting Principal and senior leadership team

See for detailed **job descriptions** and Candidate **Principal's CV** in **Appendix H**

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

Response

A key factor in successful implementation of an educational methodology is the expertise and masterful application of teaching principles by highly qualified and dedicated teachers.

Staff selection shall be based on strong academic background, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and the ability to contribute to the advancement of the school's educational goals. Among other factors, emphasis will be placed on the candidate's academic records and his/her previous relevant experience. Staff must demonstrate willingness and ability to provide educational support to a diverse student population at the school.

The teacher hiring will be done through a two tiers process: (1) Advertisement (2) Interview

Fount College will be using the Education Gazette or other relevant agencies for advertising candidates. The Principal will select up to 3 candidates for each position based on the submitted cover letter that states their qualifications and educational philosophy, and resume. Then s/he refers these candidates to the interview committee.

The Interview Committee will be composed of Principal, member of Governing Board and Deputy Principal or team leader. For each refereed candidate, the committee will arrange an interview, which will consist of a discussion of the candidate's qualifications and a question/answer session. General provisions of all contracts and benefits will be provided to the candidates. The Committee will use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process.

In the next round, if the candidate for subject teaching, the committee will invite the qualified candidates to teach one period lesson to the students in a real classroom. If the school is out of session, the candidate will present the lesson to the committee and other available stakeholders i.e. teachers, students, parents.

Upon completion of the interview committee's report for selected candidates, the Principal will present his/her recommendations to the Governing Board for approval. Provided that a majority vote of the Governing Board is obtained, the Board will offer the approved candidate an employment contract. Fount College is committed to hiring the individuals who are best qualified for the job regardless of their race, color, sex, religion, or disability unrelated to the job.

Fount College will execute recruitment efforts in a time-sensitive manner to ensure hiring deadlines are met.

- a committee will be formed to carry on interview process
- a standard will be established to question potential candidates

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- a rubric will be drafted to be used measure candidate abilities as teacher
- a model teaching will be required in before the committee
- in order to attract capable candidates , we will work with local universities and other relevant agencies

Following background check will be conducted before decision making

- reference check
- registration check
- police check

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

Response

Teacher

- Dedication
- confidence in the content area of teaching
- strong leadership skills
- strong communication skills
- committed to well-being of children and larger community they are willing to serve
- ability to work in multi-cultural setting
- altruistic personality

Other Staff

- ability communicate people coming from diverse background, education and age level
- committed to his/her work
- progressive mind-set that aims to develop himself/herself along with the school

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

Fount College will follow the same requirements as state and private schools. Every person who is appointed to a position at Fount College, who is not a registered teacher or holder of a LAT and who works at the school during normal school hours or service opening hours must be police vetted.

The Principal shall be the designated person for receiving Police vet information and shall be responsible for ensuring the security and confidentiality of such information.

When employing a new employee (teacher or non-teaching staff), the person must be advised that the offer of employment will be "subject to a satisfactory police vet". At the interview, the appointment panel must explain that a "satisfactory police vet" means no convictions for sexual or physical assault, drugs or fraud. In addition, the police vet will not be satisfactory if it receives a red stamp. The person must be given the opportunity at interview to declare any convictions and given the opportunity to withdraw their application.

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For Teachers, the College will ask for:

1. Teacher registration number in application packs; and
2. The type of registration and expiry date.

Documentation that must be filled in at the appointment stage and collected by the Principal includes:

1. The College staffing appointment form for Payroll Service Centre.
2. Teacher Registration card signed and entered in the staff register – start date at the College and expiry date of registration noted.
3. IRD form collected and filed if required.
4. Reply to appointment letter.
5. Inform employee about the union and notify the site representative.
6. For beginning teachers:
 - Application for salary assessment;
 - Produce and sign verification of qualifications;
 - Complete Beginner Teacher time allowance application.

For all other employees, the College will require:

1. The offer of employment must be "subject to a satisfactory police vet". All persons must undergo a police vetting procedure through the Teachers Council.
2. Permanent employees (full time and part time) must be vetted on a three year cycle.
3. A vet form to be sent through to the Teachers Council within two weeks of commencement of employment for casual and temporary employees.

For contractors, the College will require:

1. Existing contractors who regularly work in the College during the school day must be vetted on a three year cycle.
2. A vet form to be sent through to the Teachers Council within two weeks of commencement of work for new contractors who work in the College during the school day.

The Principal will report any irregularities or undue delays in receiving completed vetting reports from the Teachers Council to the Board of Governor.

The Principal must adhere to the confidentiality requirements of the Police vetting procedure.

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

Response

Salaries

In general terms staff will be paid above the award. The duties, qualifications and experience will be considered when determining appropriate remuneration levels.

Contracts

Individual employment contracts will be negotiated with the Board of Governor through the Principal/Business Manager.

Hiring

The details are outlined in the appointments policy (**Appendix J 1**) for hiring staff.

Dismissal

If the Board has serious concerns about a staff member, they may wish to start disciplinary action. The aim of disciplinary action is to prevent further misconduct or poor performance.

The staff member will be notified before any disciplinary proceedings about the possible disciplinary consequences if the misconduct is proven, in particular, whether dismissal is a possibility.

The agreement may also be terminated if through sickness or injury an employee is unable to perform their duties over an extended period of time. The details are outlined in the staff discipline policy (**Appendix J 2**)

Evaluation of staff

The performance appraisal policy (**Appendix J 3**) describes the rationale and guidelines for staff appraisal.

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

Response

Implementing effective performance management is a key leadership competency. Capability in developing learning and accountability focused systems of appraisal is critical for achieving shared goals.

If appraisal is done well, the appraisee is focused on their authentic professional learning goals, and the organisational need for accountability is met

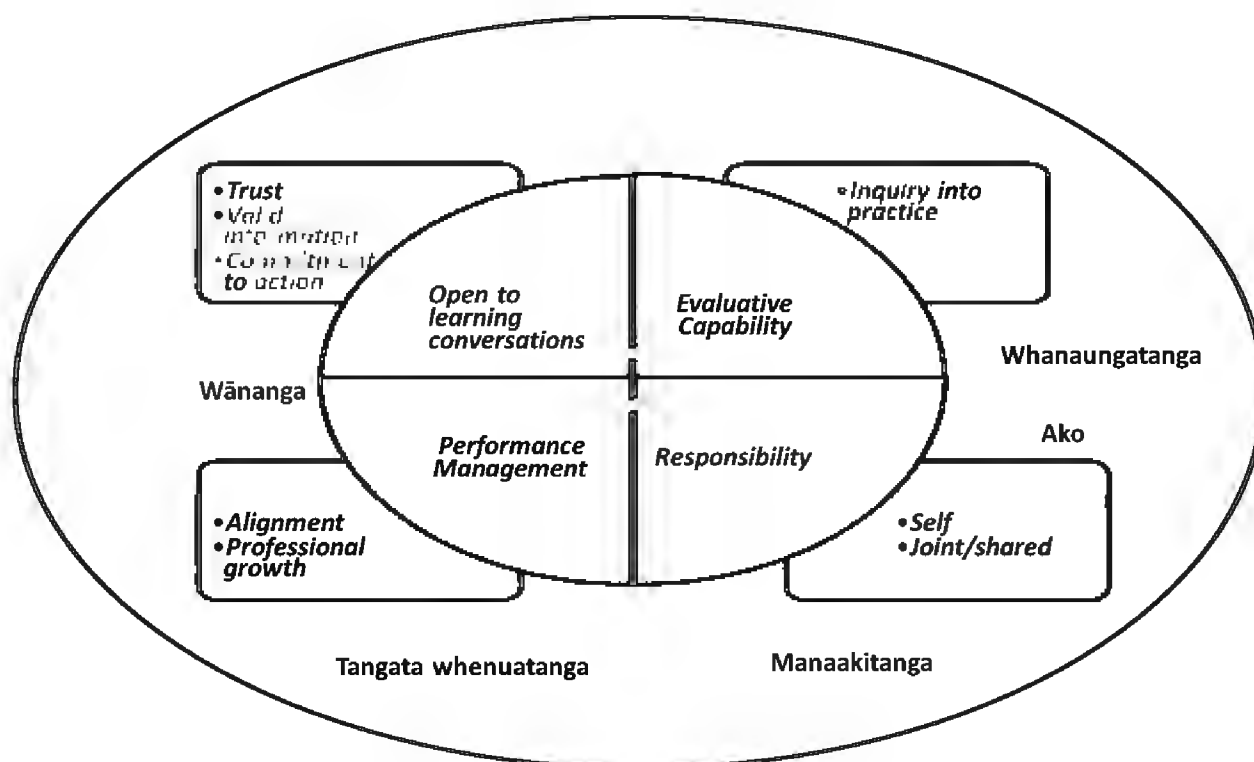


Figure 10. AKO (Learn and Teach) – The Conceptual Framework for Appraisal

PART 2 - APPLICATION FORM

APPLICANT NAME: PEARL OF THE ISLANDS FOUNDATION INC. "FOUNT COLLEGE"

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

- a) Parents will be encouraged to volunteer for
 - After school program
 - Speciality skills
 - Tutoring based on their abilities
 - Fund raising
 - Leadership programs
 - Teaching extracurricular activities
- b) We will have database of parents and their contribution part of enrolment form inquire about parent participation
 - Mandatory background check for every volunteer
 - Mandatory training by staff on how to deal with students
 - Volunteers will sign acknowledgement of rules and regulations drafted by the school

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

Response

See Appendix C 2 and C 3

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:	<p>The Applicant has prepared this application independently to operate a Partnership Kura.</p> <p>OR jointly with [insert name of Applicant#2]</p> <p>OR in consortium with [insert names of consortium Applicants]</p>	agree
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
Collection of further information:	<p>The Applicant authorises the evaluators to:</p> <p>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.</p>	agree
Objectives and Requirements:	<p>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.</p> <p>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.</p>	agree
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 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.	agree

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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
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>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).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p>	agree
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
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
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
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading</p>	agree

PART 2 - APPLICATION FORM

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	information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.	
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:	Yalcin Solak	Taner Basar
Title / position:	CEO of PIF	Director of PIF
Date:	10/03/14	

12 Applicant Check List

The checklist is included for your reference only.

Action Required		Done
1. Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz 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.		
4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Tuesday 11th 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	

APPENDICES

Appendix A: Memorandum of Understanding between PIF and AUF

Appendix B: The AUF schools' Success in Australia

Appendix C: 1. Student Behaviour Management Policy

2. Health and Safety policy

3. Emergency Drill Procedures Policy

Appendix D: Professional Learning Communities

Appendix E: Support Letters

Appendix F: Budget

Appendices F and G withheld
under S 9(2)(b)(ii) OIA

**Appendix G: Letter of Support and Current Financial Position
from PIF's Accountant**

Appendix I: 1. Principal Job Descriptions

2. Deputy Principal Job Descriptions

3. Candidate Principal's CV Withheld under S 9(2)(a) OIA

Appendix H: 1. Staff Appointments Policy

2. Staff Performance Appraisal Policy

3. Staff Discipline Policy

Appendix J: Copy of latest financial account Withheld under S 9(2)(b)(ii) OIA

Appendix K: Support Documents

A

Memorandum of Understanding

between



and



Memorandum of Understanding between Pearl of The Islands Foundation Inc. and The Australian Universal Federation of Education and Culture

Pearl of the Islands foundation Inc. (PIF) is committed to engage with The Australian Universal Federation of Education and Culture (AUF) in order to mutually benefit in agreed areas below. Acknowledging vast network of schools operate under the umbrella of AUF, this partnership is vitally important for PIF and schools that it intends to operate under the New Zealand Government's scheme of Partnership Schools. We intend to extend our partnership with AUF from the mentioned items below in order to benefit from the experience of AUF and its member schools and organizations.

AUF commits to provide following services to PIF DBA The Fount College;

- Professional development,
- Policy development,
- Human resources,
- Curriculum development,
- Technology management,
- Staff evaluation,
- Consulting on governance,
- Liaise with international organizations,
- Developing educational programs.

PIF agrees to commit to collaborate with AUF to;

- Participate in AUF's meetings and other activities,
- Make its school program accessible to AUF,
- Agree on rules and regulations as detailed in AUF's "the Rules - 20 August 2012",
- Contribute to program developments of AUF as a member organization,
- Pay for the services provided in project basis.

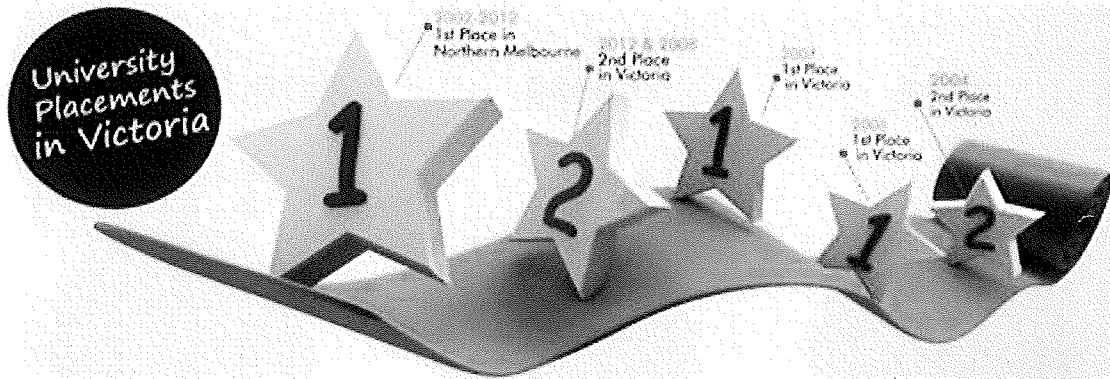
s 9(2)(a) OIA

CEO, PIF

Mr Mahmut Arian
Deputy CEO, AUF

Appendix B: The AUF schools' Success in Australia

UNIVERSITY ACHIEVEMENTS



UNIVERSITY ACHIEVEMENTS

2012 UNIVERSITY ACHIEVEMENTS

91 % University Offers
7% Tafe Offers
60% First Preference

2011 UNIVERSITY ACHIEVEMENTS

92 % University Offers
7% Tafe Offers
55% First Preference





BEHAVIOUR MANAGEMENT POLICY

PURPOSE:

To ensure the maintenance of a positive college tone and environment that works towards establishing self-discipline and personal responsibility.

GUIDELINES:

1. Procedures for behaviour will be established that best suit the needs of the school and children.
2. The focus will be on positive management and modelling.
3. All procedures will be reviewed regularly.
4. Unacceptable behaviour will be dealt with as outlined in the step by step procedures.
5. Related social skills and support programmes will be implemented to support the policy.

PROCEDURES:

OUT OF CLASS

1. A progressive programme will generally be used to deal with non-acceptable behaviour as it arises. Examples of non-acceptable behaviour will include:

- Damage to property (in some cases children may be asked to contribute towards replacement)
- Taking other people's possessions
- Physical violence
- Constantly in out-of-bounds areas
- Rudeness/insolence
- Verbal abuse/harassment/victimisation
- Harming the Environment

Children may enter at any step that is appropriate. Children will be made aware of the process and consequences.

2. Where non-acceptable behaviour occurs, the progressive programme will be:
 - (a) The Peer Mediators should initially attempt to solve any problems.
 - (b) The Duty Teacher will monitor the Peer Mediators and resolve any further issues.
 - (c) Where appropriate, a time out situation may be involved.
 - Alternate behaviour strategies will be discussed with the child by Senior Management.
 - The child will write a letter to Parents / Caregivers informing them of the reason they were in 'time out'.
 - The letter must be returned to AP/DP signed by the parent / caregiver.
 - In this instance the child will be clearly informed of ensuing stages in the process.
 - (d) A record will be kept of appearances in time out, which will be monitored regularly.
 - (e) Where a child returns to time out within a term, parents will be informed and a file will be started to be held by AP/DP.
 - (f) For persistent re-offending, other measures may be implemented to change behaviours e.g. behaviour contracts, referrals. At this point the Principal must have been informed.
 - (g) In extreme cases suspension will be considered.

3. Wherever possible children will be helped to manage their own behaviour
4. Classroom Teachers will have a role to play in addressing issues of appropriate behaviours and coping strategies.
5. Contact with parents / caregivers may take place at any time during this process.

CLASSROOM MANAGEMENT:

1. Classroom teachers will establish clear expectation and guidelines
2. Teachers will constantly role model and reinforce positive behaviour patterns.
3. The following behaviours should initially be dealt with by the classroom teacher:-
 - calling out
 - conflict
 - disruptiveness
 - bad manners
 - off task
 - insolence
 - dishonesty
 - vandalising property
4. If necessary a buddy teacher could be used for advice, assistance or time out for a short period.
5. Where serious non-acceptable behaviour occurs, or repeated in-class misbehaviour occurs the following steps will be entered:
 - (a) Send child to Learning Leader. At the next available break teacher will discuss with Learning Leader. Child will complete any work in their own time and may spend a period of time in Learning Leader's class.
 - (b) Child may be sent from Learning Leader to D.P./A.P. Parent conference may be called and behaviour/work contract set up. A file will be started for that child.
 - (c) Where necessary the Principal may be involved and further actions / options considered. In extreme cases suspension may be considered, as per the Ministry of Education guidelines.
6. Contact with parents / caregivers may take place at any time during this process.

C2



FOUNT COLLEGE

SOURCE OF KNOWLEDGE

Health and Safety Policy

Rationale

Health and Safety Education Act 1992 requires the Board of Trustees (The Board of Governors) to establish a Health and Safety Policy for the school.

Purpose

1. To ensure that all-practicable steps are taken to ensure that a safe and healthy working environment is established and maintained.
2. To ensure effective and efficient response to emergency situations resulting from natural or man-made disasters.
3. The Board of Governors will endeavour to meet requirements or obligations placed upon it by the Health and Safety employment Act 1992.

Guidelines

► Accident Recording, Reporting and Investigation

1. The school will maintain an accident register at the school office to record and investigate all accidents in the school.
2. The Board will ensure that the register of accidents is reviewed each term to identify any possible trends that might be developing.
3. All accidents involving serious harm are reported to the nearest Occupational Health and Safety Office, Department of Labour, Ministry of Education and School Insurance Company, as soon as possible.

► Emergency Procedures

1. Emergency evacuation procedures will be developed and prominently displayed throughout the school.
2. A review of emergency procedures will be carried out at least once a term including emergency drills.

► Hazard Management

1. Identify actual potential hazards.
2. Eliminate, minimising and/or isolating significant hazards.
3. Monitoring exposure to hazards.
4. Formal process, which will include a physical inspection of the school, site, buildings and equipment and the opportunity for employees/students to contribute in the identification process.

5. Providing a system whereby employees and students are encouraged to report any hazard or potential hazard to the school office **immediately.**
6. All chemical and toxic treatments of plants or buildings are **not** to be undertaken during the school term.

► **Training of Employees**

1. Ensure employees receive adequate training as required under section 13 of the Health and Safety in Employment Act 1992.
2. Ensure that training is available in safe practices and in the safe use of equipment.
3. Ensure a person with the necessary experience assesses employees and keep a record of the training given to employees.
4. The Board to appoint a Health and Safety Officer.
5. The Board to appoint at least four registered First Aid Officers, consisting of the Principal and one person from each team.

► **Information for Employees**

1. Provide advice and/or education about significant hazards.
2. Ensure that new employees are fully informed of health and safety requirements.
3. Employees are to be given the opportunity to be involved in the development of procedures to implement this policy.
4. The Board will ensure that all employees and students are familiar with hygiene and safety requirements as they relate to such things as:
 - i. Cleanliness of the school and the school site.
 - ii. Safety in the use of school facilities and/or equipment.
 - iii. Safety in the use of correct procedures in dealing with bleeding, blood spills, bodily fluids, infections and the like.
5. The Board will ensure that all new employees are inducted and informed of:
 - i. The Health and Safety Policy of the school.
 - ii. Hazards the employee may be exposed to while at work.
 - iii. Hazards the employee may create which could harm other person(s)
 - iv. How to minimise the likelihood of these hazards becoming a source of harm to others.
 - v. Emergency procedures.
 - vi. The location of safety equipment and of requirements (contractual or other) to use equipment supplied by the employer.
6. The Board's employees will be reminded each term of their responsibilities under the Health and Safety in Employment Act 1992 for their own safety and health while at work and their responsibility to ensure that their actions do not harm any other person.
7. The Board will require all employees, students, or other person(s) to make use of protective clothing or other safety/protective gear where the use of such is required to eliminate, minimise, or isolate hazards.

► **Contractors**

1. Hazardous work contractors are to undertake, to be completed where possible after school hours or during school holidays.
2. All contractors engaged on work for or on behalf of the school will be required to have health and safety performance requirements contained in their contract. In particular the Board will need to be satisfied that the contractor is competent to carry out the work safely and will use appropriate equipment that is properly maintained.

3. To ensure steps that contractors, sub-contractors and their employees are not harmed while undertaking any work at the school.
4. The Board will require contractors to make use of protective clothing or other safety/protective gear where the use of such is required to eliminate, minimise, or isolate hazards, or where provision of such is provided for under an employment contract.

Conclusion

The Board of Trustees of Wymondley Road School is required to comply with the Health and Safety Employment Act 1992, which places the onus on employers and employees, to identify, isolate and eliminate hazards in the workplace. The provisions of the Act also apply during an off-site trip or course undertaken by the school.

Review

This policy will be reviewed once every year

C3



FOUNT COLLEGE

SOURCE OF KNOWLEDGE

Emergency Drill Procedures Policy

Rationale

By law all schools are required to have emergency procedures which must be known and practiced by all involved in the school community.

Purpose

To ensure the safety of all pupils and staff in emergency.

Guidelines

- i. The safety of pupils is paramount.
- ii. Instructions apply to all staff including ancillary staff and Nurse.
- iii. Exits must be kept clear at all times.
- iv. Keep furniture clear of radiators and electric heaters.

Emergency Procedure

- i. A continuous ringing of the bell.
- ii. Teachers to collect Register of Attendance.
- iii. The class to be under teacher control and an orderly withdrawal from the classroom must be made. Practices must be made through alternative escape routes such as windows, outside doors, inside doors, exit hatches.
- iv. Teacher to lead the class to the assembly point.
- v. Toilets and sick bay to be checked.
- vi. All class to assemble quickly and quietly on the field immediately to the right of the Adventure Playground.
- vii. The Register of Attendance must be called. The Principal/Deputy Principal/Assistant Principal to be notified of any missing pupils.
- viii. The Nurse must return a child she has withdrawn from a class back to its class for the assembly purposes.

Earthquake Procedures

- i. If indoor – get children into doorways and under tables.
- ii. If outside – keep clear of buildings or high walls or trees. Do not re-enter-damaged buildings.
- iii. When instructed to do so take children outside to assembly area.
- iv. Listen for directions over the radio for earthquake or any other civil defense emergency.

Review

This policy will be reviewed annually.

Professional Learning Communities:
source materials for school leaders and
other leaders of professional learning

What is a professional learning community?

A summary

Louise Stoll, Ray Bolam, Agnes McMahon, Sally Thomas, Mike Walford,
Angela Greenwood and Kate Hawkey

Characteristics of a PLC

1. *Shared values and vision*

- There is a shared focus on pupil learning and engagement.
- A jointly developed values statement exists and is understood by all.
- Staff have high expectations of pupils.
- A culture of improvement is evident.

2. *Collective responsibility for pupils' learning*

- Staff take joint responsibility for all pupils' learning.
- There is peer pressure on those who don't do their fair share.

3. *Collaboration focused on learning*

- Team planning and teamwork are common features.
- Team teaching takes place.
- Collaboration occurs across roles (teachers with support staff), not just within roles.
- There is collaboration across the whole school, centre or college and cross-curricular collaboration where relevant.

4. *Group as well as individual professional learning*

- All staff, including support staff, are involved in and value professional learning.
- A range of professional learning and continuing professional development activities take place, eg peer coaching, demonstration lessons, whole staff days, learning forums, workshops, research and development projects, moderating pupils' learning etc.
- People learn individually, and with and from each other.
- Staff take collective responsibility for promoting and supporting each other's learning.

5. *Reflective professional enquiry*

- Reflective practice is valued.
- Research and enquiry inform teaching and learning, eg mutual observation, self-evaluation and action research.
- Data is analysed and used for reflection and improvement, eg assessment results, value-added and assessment for learning.
- Input from pupils is valued.

6. *Openness, networks and partnerships*

- External initiatives are used to analyse what is going on internally.
- People are open to change.
- Staff actively engage in external partnerships and learning networks with other schools, centres or colleges, higher education institutions and other agencies.
- Risk-taking, creativity and innovative thinking are encouraged.

7. *Inclusive membership*

- Support staff are valued and contributing members of the PLC.
- Governors or school council members are involved in the PLC.
- There is one large community involving staff across the school, centre or college, not just lots of small communities.

8. *Mutual trust, respect and support*

- Working relationships are positive.
- There is mutual trust and respect.
- Teachers' and support staff's best efforts are valued.
- Staff feel competent.

Processes to develop a PLC

1. *Optimising resources and structures to promote the PLC*

- Time, space and funding are found to support the development of the PLC.
- The idea of the PLC is included in policy documents and development plans.
- Staffrooms, staff work rooms and learning spaces are used for community building and learning.
- ICT is used to promote effective communication.

2. *Promoting professional learning*

- Professional development is co-ordinated to promote the learning of all staff.
- Performance management or appraisal, induction, professional development profiles and mentoring are consistent with the values of developing a PLC.
- Sharing practice and creating common understanding is emphasised.
- Support is given to help develop learning and teaching strategies and skills.

3. *Evaluating and sustaining the PLC*

- The development and progress of the PLC is regularly monitored.
- There is explicit discussion of the PLC, its purpose and development.
- PLC values are considered when choices are made about hiring and deploying staff.
- Attention is paid to dealing with issues that get in the way of PLC development.
- Critical friends are invited to provide an external view.

4. *Leading and managing to promote the PLC*

- Leaders are focused on learning for all.
- Trust-building and celebrating success are prioritised.
- Leaders are enquiry-minded and encourage this in others.
- Leaders model learning and coach colleagues.
- Leadership of learning is distributed throughout the school, centre or college.

Three ways to determine the effectiveness of a PLC

- It has an impact on pupil learning and social development.
- It has an impact on staff morale and practice, with potential for developing leadership capacity.
- The characteristics are in place and processes are operating smoothly – it is part of 'the way we do things'.

5 March 2014

Mr Taner Basar
Pearls of the Islands Foundation
New Market
New Zealand

I write in support of the Pearls of the Islands Foundation application to become a Partnership School.

This letter attests to:

- the nature of the relationship between the Anglican Trust for Women and Children and the Pearls of Islands Foundation (PIF)
- Pearls of Islands Foundation community engagement

Throughout 2013 ATWC had the privilege of working alongside PIF to deliver aid programmes to over 140 families across the greater Auckland region. The aid programmes included gifting impoverished families with food hampers and meat parcels. This year we will be supporting PIF in the allocation of bursaries to 'orphaned' children living in New Zealand.

Nature of Relationship:

The relationship between ATWC and PIF is one of charity, support, sharing of information and collaboration to understand the needs of impoverished families living throughout Auckland. ATWC work closely with PIF to identify families whom will benefit from aid and PIF respond by gifting food and meat to those families. Every family who has received aid from PIF is known to ATWC through the delivery of a range of social services.

ATWC strongly support the charitable work of PIF and acknowledge their strong commitment and endeavours to contribute to the building of a society filled with *"hope, opportunity, virtues, justice and peace"*.

Community Engagement:

PIF strive to connect their volunteers, charity and advocacy efforts to those families most in need throughout Auckland. They are accomplishing this through pro-actively seeking to build stakeholder relationships with other organisations invested in the wellbeing of children and families.

From my working relationship with PIF I have recognised their efforts to become an engaged, participating partner within communities across Auckland with an emphasis on finding ways to support impoverished families through improving education, cultural and overall social wellbeing and raising social awareness of communities.

As the CEO, I look forward to further strengthening the working relationship between the Anglican Trust for Women and Children and the Pearls of the Island Foundation as our contribution to supporting the organisations ongoing humanitarian efforts.

Yours sincerely



s 9(2)(a) OIA

Philip Beilby
Chief Executive Officer

16 August 2013

Pearls of the Island Foundation
404 – 412 Khyber Pass
Newmarket
AUCKLAND

Dear Taner

RE: PIF Food Aid Campaign

The Anglican Trust for Women and Children (ATWC) is a Charitable Trust providing education, family and social services to families across Auckland. Working successfully alongside families includes working collaboratively with other services invested in the wellbeing of children, youth and families. Often relationship building begins with a simple act of kindness extended from one organisation to another.

ATWC recently had the pleasure of working with Mr Taner Basar and his team from the Pearl of the Islands Foundation. PIF donated over 77 food parcels to families known to ATWC through the Social Workers in Schools and Family Start programmes. Mr Taner and a team of PIF volunteers worked over two days with ATWC social workers delivering food parcels and meeting families from the Avondale, Tamaki, Mangere, Papatoetoe and Otara communities. The families who benefited from this kind gesture come from diverse backgrounds and cultures including Samoan, Tongan, Maori and Indo Fijian and while co-ordinating delivery of parcels was challenging it was an extremely rewarding experience.

"I went with a PIF volunteer to deliver food parcels to families living in Otara. It was quite emotional. One of my families is a single mother with five children, she was so appreciative of the food parcel and all the kids were home when we arrived. It was only a small gesture but you don't fully realise what it that might mean for a family who struggles from week to week to make ends meet."

Social Worker - ATWC

I would like to take this opportunity to thank Pearl of the Islands Foundation, Mr Basar and his team for their generosity and especially for the time they took out of their own busy lives to meet with our families. It is the hope of ATWC that we can continue to build on the relationship that has been commenced through this initiative.

Yours sincerely

s 9(2)(a) OIA

Chief Executive Officer

New Zealand Catholic Bishops Committee for Interfaith Relations

PO Box 1937
Wellington 6140
New Zealand

4 March 2014

TO WHOM IT MAY CONCERN

Re: Pearl of the Islands Foundation and Partnership School Project

I have known various members of the Pearl of the Islands Foundation in New Zealand for over three years.

They live true to the aims of the organization, and are committed to the promotion of respectful inter-cultural relations through education, community service, promotion of family life and friendship. In these various activities, they are living out of a deep and committed religious faith.

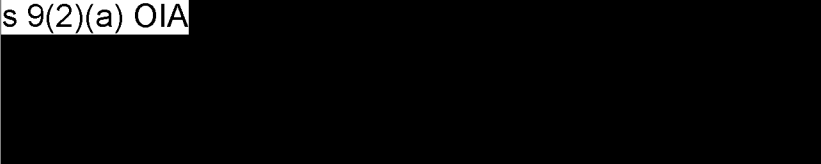
Last year, the Pearl of the Islands Foundation hosted an annual inter-cultural friendship dinner at Parliament in Wellington, and later in the year, they generously provided a friendship meal of Noah's pudding at the Catholic Centre, Wellington. This was an enjoyable way to learn about the festival of Ashura.

With a larger Turkish community in Auckland, there are more educational programmes from pre-school through to young adults in that city. The Foundation also hosts inter-cultural and inter-faith events. They offer generous humanitarian aid, both within New Zealand, and for some overseas projects.

I highly recommend the Pearl of the Islands Foundation in their desire to establish an educational partnership with other schools or institutions.

Yours faithfully

s 9(2)(a) OIA



Chair NZ Catholic Bishops Committee for Interfaith Relations



AUCKLAND UNIVERSITY OF TECHNOLOGY TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

6 March 2014

To whom it may concern

Pearl of the Islands Foundation and Partnership School Project

I have known about and been involved with the Pearl of the Islands Foundation (PIF) in New Zealand for over three years. During that time I have grown to appreciate the work that they do, and their fundamental mission to promote dialogue and education and thereby improve the cultural, educational and social wellbeing of the community.


Through my personal and professional interactions with PIF I have been involved in a range of projects and PIF activities, including a study tour to participate in a major intercultural conference in Turkey, and cultural events such as the annual Iftar dinner, and a Turkish Sufi Music performance, all providing opportunities to further dialogue and intercultural understanding.

The Pearl of the Islands Foundation was founded in 2006 by members of the Turkish community in New Zealand. It has grown significantly since that time in both the breadth and impact of its activities. From a personal perspective I have been greatly impressed by the commitment of PIF members and senior executives, and their genuine desire to contribute to cultural development and to enhance relations between the people of Turkey and New Zealand.

I have no hesitation in supporting the Pearl of the Islands Foundation's application to establish a Partnership School. The PIF is very well placed in terms of experience and philosophy to successfully meet the objectives and intent behind the establishment of this new type of school, bringing community and business together through education in an environment grounded in intercultural understanding.

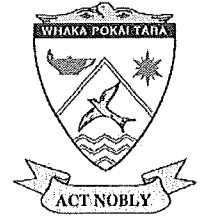
Yours sincerely

s 9(2)(a) OIA

A large black rectangular box redacting the signature of the Vice-Chancellor.

Head of the Vice Chancellors Office

Papatoetoe Intermediate School



20th August 2013

Taner Basar
Director
Pearl of the Islands Foundation Inc
Unit B
Level 1/404-412
Khyber Pass Rd
Newmarket 1023

Dear Taner and Kimse Yok Mu,

Thank you very much for all that you and your volunteers did on Friday 9th August.

Our families really appreciated the food parcels and also getting to meet your organisation. It is rare to see such kindness in this world, so I thank you again.

After speaking with [REDACTED] s 9(2)(a) OIA and some of the social workers who went out with you and your team I was told that many of the families were in tears after the parcels were delivered. So it really meant a huge amount to the families that they work with.

I am quite sure we will continue to keep this positive relationship we have. The need is great in our communities and we agree, that the fostering of interfaith and intercultural relationships is of huge importance.

Once again many thanks for your generous support of our community.

Regards

[REDACTED]
s 9(2)(a) OIA

Pauline Cornwell
Principal

7 March 2014

TO WHOM IT MAY CONCERN

Supporting letter for Partnership School application by the Fount College under the Umbrella of Pearl of Islands Foundation Inc. (PIF), New Zealand.

I am currently the Chairperson of the Advisory Board of PIF and have been associated with this organization over 4 years. I am delighted to write this supporting letter for the above application for establishing a Partnership School in New Zealand.

PIF is a New Zealand based Turkish Community organization which provides, *inter alia*, intercultural dialogue among many ethnic communities, and education. The foundation has already recently established an Early Childcare centre (Little Pearls) in Auckland.

The PIF is committed to collaborate with the Australian Universal Federation of Education and Culture (AUF) in order to benefit from the experience of AUF and its member schools and organisations.

I have personally visited the AUF's member schools Amity and Sirius Colleges on two occasions in Australia. I have been particularly impressed with high academic standards of the group of Amity and Sirius colleges. These colleges particularly take pride in their unique approach to teaching through partnership with parents of its students by teacher visits at their homes on a regular basis. This makes students and parents become part of the school family.

The PIF is keen to provide an academically high standard primary school in a low socio-economic area particularly targeting Maori, Pasifika and migrant communities in Auckland.

I fully support this application for establishing a partnership school. If you have any query please do not hesitate to contact me either at s 9(2)(a) OIA [REDACTED]

Yours Sincerely

Dr Ashraf Choudhary QSO JP

Former Member of NZ Parliament (2002-2011)

Former Associate Professor, Massey University

10 March 2014

The Director
Ministry of Education
Wellington

Dear Sir

Pearl of the Islands Foundation Inc

We confirm we act as Accountants and Business Advisors for the abovenamed organisation (PIF).

Our commercial relationship with the Foundation commenced October 2006.

We prepare annual Financial Statements as at 31 March each year.

- Year Ended 31 March 2013 enclosed.
- Period 1 April 2013 to 28 February 2014 are currently being prepared – not yet completed.

The Foundation is governed and managed by an Executive Committee, the members thereof we hold in high regard.

The Foundation has a separate entity "Pearl Educare Limited" which operates a successful preschool/childcare facility.

The proposal to set up a Charter School is supported by us.

Should you require any further information please contact the writer

– John Ballard **s 9(2)(a) OIA**

Yours faithfully

UHY HAINES NORTON (AUCKLAND) LIMITED

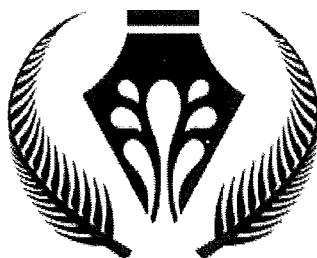
s 9(2)(a) OIA

John Ballard

Director

75010

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FOUNT COLLEGE

SOURCE OF KNOWLEDGE

PRINCIPAL POSITION DESCRIPTION

JOB TITLE	:	Principal
RESPONSIBLE TO	:	Board of Governor of the college
DIRECTLY RESPONSIBLE FOR	:	All school staff, DP/AP, teachers, support, ancillary, property staff
FUNCTIONAL RELATIONSHIP WITH:		Fount College Governing Board, school staff Official Education agencies, Community, neighbouring schools
YEAR OF APPLICATION	:	2014
EXTENT OF AUTHORITY	:	

The Board of Governor delegates to the Principal, subject to accurate scheduled Reports on progress against controlling documents:

- Financial control within annual budget limits and financial control protocols
- Responsive maintenance programme and school building development
- Employment of assistant teachers, relief teachers
- Management of health and safety requirements
- Personnel management applying to performance, delegations and duties
- Curriculum management
- Student welfare

Primary Purposes of the Position :

- To act as the Board's member and adviser in policy and strategic issues
- To provide professional and instructional leadership for staff
- To ensure delivery of a balanced curriculum in line with National Curriculum framework and to maintain programmes of assessment and reporting of student progress.
- To manage the school's staff effectively and to staff the school appropriately
- To implement the school's Charter and policy objectives
- To develop and maintain effective relationships and communications within the school and its community and appropriate agencies
- To effectively and efficiently manage the school's administrative systems and its resources
- To promote and maintain the special character of the school (Partnership School)
- To ensure full compliance with all relevant statutes and regulations

Key Task	Expected Outcome	Control Information
Objective One: Board's Chief Adviser		
1. Participate as a full member of the Board of Governor as its member	Shares responsibility for the governance of the school	Attendance and participation at full and sub-committee Board Meetings
2. Provide timely and accurate advice on policy issues	Policies are carefully thought out and cover all essential areas of operations as overview or guiding documents.	Monthly report
3. Report to the Board of the implementation of policy and advises on policy review	All policies are fully implemented and where necessary suggestions for review made	Monthly report
4. Provides the Board with informed comment on education issues	The Board is kept fully informed of relevant trends and issues as they affect the school	Monthly and annual reports
Objective Two: Provide professional and instructional leadership		
1. Lead staff in planning implementing and evaluating educational programmes	All staff are supported in following cohesive programmes. The principal seen as the educational leader.	Planning documents
2. Provide opportunities for ongoing dialogue with staff and opportunities for input into decision making	Staff feel valued and that they have a worthwhile contribution. Management is consultative.	Staff meeting and other meeting minutes
3. Put in place a programme of school wide self-review and act as appropriate on recommendations of external audits	Programmes are evaluated for effectiveness. Where needed adjustments are considered and made.	Self-Review programme. Review reports.
4. Ensure that learning is the central focus of the school	The whole community values and is involved in learning. Staff are encouraged to broaden levels of understanding and of skills. Student success is celebrated, encouraged and seen as the prime objective for the school.	Monthly reports

Key Task	Expected Outcome	Control Information
Objective Three: Delivery of a balanced curriculum		
1. Ensure curriculum planning and delivery is in line with Charter obligations	The school has a curriculum plan covering all essential learning areas in line with NCF. Schemes are updated annually.	Curriculum plan
2. On-going monitoring of schemes and planning takes place	The school is up to date with all programmes, Staff planning is sufficiently detailed and follows school prescriptions	Written schedule of monitoring. Delegations noted.
3. Ensure programmes recognize Treaty issues and relevant issues of New Zealand's diverse ethnic and cultural background within different social contexts	Programmes contain meaningful reference to taha Maori and itkanga Maori. Programmes reflect multi-ethnic nature of our community and take into account the social background of students. All staff are made aware of these requirements	Curriculum plan
4. Design, plan and implement programme of student and course evaluation	Assessment methods are consistently applied. Sufficient guidance is provided for all staff to understand and implement assessment programme which evaluates student achievement	Achievement statements
Objective Four: Management of Staff		
1. Assist with employment of staff. Manages staff effectively	Following policy guidelines, a high quality staff is employed. Only registered teachers of the highest quality available are employed. Support staff are suitably qualified. Strengths of staff are appropriately utilised.	Monthly reports
2. Design and implement the school's performance management process	Has in place a suitable induction programme. There is an appropriate teacher and staff appraisal programme. Professional development programmes meet identified needs.	Relevant documents available
3. As agent for the Board act as a good employer	All relevant sections of the State Sector Act are followed An EEO programme is operating. All relevant contract provisions are met for all staff	Personnel records kept Report to ERO Contracts and job descriptions
4. Provide motivational support for staff	Praise and positive reinforcement are features of the school. Staff are valued and have a meaningful contribution. Staff are encouraged to work collaboratively and to develop expertise. Teachers' skills are appropriately utilised	Timetable

Key Task	Expected Outcome	Control Information
Objective Five: Implementation of Charter and policy objectives		
1. Develop, with the Board, an on-going strategic plan implementation process	All goals and objectives are programmed to be achieved. There is a clear direction for all school programmes	Statement of achievement of key objectives
2. Develop an annual operational plan with key targets	There is a planned approach to implementing all operational areas of the school which demonstrates strategic and operational objectives	Monthly and annual report Operational plan
3. Report to the Board on implementation of Charter and policy objectives	The Board is kept fully informed of major achievements against goals and obligations under the NEGs	Monthly report
Objective Six: Relationships and Communications		
1. The principal will endeavour to maintain a harmonious working relationship between the board and staff and students	Clear linkages are maintained which foster cordial and positive relationships. Staff feel they are appropriately represented and the Board feels fully informed and confident of their understanding of personnel issues. All guidance and pastoral needs of students are dealt with effectively	Monthly reports
2. The Principal makes himself available to parents to discuss issues relating to their children	Parents feel confident and relaxed about approaching the principal and that they will receive appropriate information. The principal is able to discuss and address any concerns of parents	Ongoing feedback
3. Ensure effective communication is able to deal with difficult situations	There is a good understanding of school events and issues. Appropriate knowledge is freely available to those who need it. All external communications are clear, relevant and presented in a high quality format. Conflict is sensitively and effectively dealt with.	Ongoing feedback
4. The Principal, as school leader, is able to clearly articulate the school's vision, programme and achievements	The principal provides an excellent role model and gains the confidence and support of the Board, staff, students and community. The principal leads initiatives to promote the school in a positive light	Ongoing feedback
5. Sound working liaison is maintained with appropriate agencies	All relevant agencies feel welcome in the school. Full advantage is made of services offered. All returns and requests for information are met positively and in a timely fashion	Monthly reports

Key Task	Expected Outcome	Control Information
Objective Seven: Management of school administrative systems		
1. Ensure sound financial management	Assists with compiling and monitoring of the annual budget. Works within budget guidelines and limitations. Provides the Board with information and risk analysis. Implements, monitors and reviews internal controls. Ensures the annual report is completed.	Monthly reports Annual Financial Reports
2. Manages school property within policy and regulatory guidelines	Implements a long term cyclical maintenance plan. Ensures effective preventative maintenance programmes are in place. Ensures appropriate working conditions are maintained. Ensures a clean environment. Keeps an up to date hazard management programme. Maintains an up to date asset register. Attends all sub-committee meetings.	Monthly, annual reports
3. Manage and monitors school administration	Ensures the school office is effectively run and that it presents a professional, helpful and courteous impression. All staff have clearly specified tasks and ongoing feedback is provided	Monthly report
Objective Eight: Regulatory Compliance		
1. All general legislative requirements are to be met	The school complies with the lengths of the school day and year. Attendance is monitored and recorded. Only those students who are entitled to be enrolled are enrolled at the school.	Monthly reports, Returns signed
2. All regulatory reporting deadlines are to be met	Roll returns, EEO report, ESOL reports etc are completed satisfactorily and in a timely fashion. The annual report is forwarded to the Ministry on time and in the required format	Returns signed
3. All employment regulations are followed	Provisions of the State Sector Act, the Human Rights Act and of the Employment Contracts Act are met. A smoke free policy is in place	Monthly reports
4. Privacy provisions are to be followed	The collection, storage, retrieval and use of all personal private information kept by the school is used appropriately. A privacy officer is appointed.	
5. Regulations relating to student discipline are followed	All suspensions and expulsions follow Ministry of Education guidelines. The school operates justly and fairly in all its dealings with students. Appropriate guidance and pastoral systems are in place and discipline procedures follow policy guidelines	Reports to discipline sub-committee



Job Description for Deputy Principals, Assistant Principals and Management Unit Holders

Position: Assistant Principal and Management Unit Holders

Responsible To: The Principal

Responsible For: Management unit holders are expected to provide effective leadership in a defined area of responsibility and implement policies supportive of staff and students within the context of the school charter and strategic plan.

Key Area	Key Tasks	Expected Results
Policy And Programme Management	To set annual goals and targets, and plan programmes within the area of responsibility which meet with the national curriculum requirements and are consistent with the school's charter and strategic planning.	<ul style="list-style-type: none"> ◆ Contributes to and actively promotes an appropriate direction for the school; ◆ Within the area of responsibility policies and programmes are developed, up to date and evaluated regularly; ◆ Programme delivery is appropriate to the needs of students.
	To fully understand the implications of the changing cultural, social and economic context of New Zealand.	<ul style="list-style-type: none"> ◆ Policies and programmes meet the needs and aspirations of the community; ◆ Programmes are modified in response to social and economic change; ◆ Practices within the area of responsibility are innovative and responsive to student needs; ◆ The annual report to the principal accurately reflects performance within the area of responsibility.

Key Area	Key Tasks	Expected Results
Professional Leadership	To develop responsibility and delegate tasks when appropriate.	<ul style="list-style-type: none"> ◆ Assists staff in curriculum delivery by organising opportunities for sharing and developing units of work; ◆ Promotes the personal and educational welfare of the students; ◆ Appropriate delegations are made utilising strengths and which provide opportunities for professional growth.

Key Area	Key Tasks	Expected Results
Managing People	To motivate and encourage staff to effectively deliver the curriculum and improve learning outcomes for students.	<ul style="list-style-type: none"> ♦ Staff have a clear sense of direction; ♦ Is readily available to staff for advice and guidance.
	To understand and operate within the limits of the delegated authority.	<ul style="list-style-type: none"> ♦ Provides information to the principal on areas of delegated responsibility in order to assist with the day to day management of the school; ♦ Consults widely on matters of school policy.
	To manage conflict appropriately and work to achieve solutions.	<ul style="list-style-type: none"> ♦ Is objective and composed in difficult and/or emotional situations; ♦ Takes responsibility for resolving conflict before it escalates.

Key Area	Key Tasks	Expected Results
Communication	To demonstrate the skills of effective communication with students, colleagues and families.	<ul style="list-style-type: none"> ♦ There is frank and open communication with the principal and other management personnel; ♦ Speaks and writes clearly and concisely; ♦ Has established good communication processes with staff and between staff; ♦ Is a good listener and actively seeks the views of others; ♦ Gives appropriate and timely advice to those who need it.

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FOUNT COLLEGE

SOURCE OF KNOWLEDGE

Staff Appointments Policy

Rationale

To ensure that the best person for the job is appointed to any position.

Purpose

1. The school is staffed with a team of people who meet the needs of the students and the school.
2. To provide guidelines for the Board to follow that ensure appointments are made fairly.

Guidelines

1. The school will operate a policy of equal employment opportunity.
2. In appointing staff the Board of Governor or the appointment teams to which it delegates responsibility must take account of any award provisions regulations or legislative requirements which exist.
3. Only NZ registered and certification teachers will be employed with the exception of beginning teachers working towards certification.
4. Appointments are made on merit. Merit includes all relevant qualifications, skill experiences, personal qualities and commitments that suit the person to the vacancy at the school.
5. All Gazette advertisements will contain a statement that a commitment to working in a multicultural school is essential.
6. The entire Board will appoint the Principal with any outside expertise as needed and deemed appropriate by the Board.
7. All permanent teaching positions, relieving positions for the period of a year will be appointed by a committee comprising the Principal, the Senior Teacher in the area where the vacancy has occurred and up to 2 members from the Personnel Sub-Committee of the Board.
8. All other long term relievers over 6 weeks and less than a year will be appointed by the Principal and the Senior teacher in the area concerned.
9. Short-term relievers of a period of less than 6 weeks will be appointed by the Principal or a staff member delegated the responsibility.
10. All permanent, full time support staff will be appointed by the Principal, a member of the Senior Management Team and up to 2 Board members. All other support staff will be appointed by the Principal and if applicable in consultation with key staff.

11. All applicants and referees statements are confidential to the Principal and to members of the appointment team. All discussions of the appointments team and discussions with applicants are confidential to members of the team.
12. All members of the appointments committee must declare prior knowledge of the applicants prior to the appointments.
13. All permanent and one-year, long-term relieving positions will be advertised nationally.
14. A job description will be prepared with reference to the charter, the school's strategic goals and current staffing requirements.
15. The appointments committee will finalise the details of the appointment process.

Review

This policy will be reviewed annually.



FOUNT COLLEGE

SOURCE OF KNOWLEDGE

Performance Appraisal Policy

Rationale

The philosophy of our performance appraisal is based on a commitment by principal, staff and our board of trustees to provide quality education to the students of Fount College.

The ultimate objective of quality staff performance is to ensure that each employee contributes directly to improved student achievement in English, Mathematics, Science, Technology, The Social Science, The Arts, Health and Physical Well Being.

Purpose

1. To ensure that **all** staff performance agreements reflect the overall priorities for each performance appraisal period.
2. To encourage the self-development of teachers and other staff and recognise the degree of their success and contribution to the education of our students.
3. To encourage high levels of staff performance as a requirement of the national Administration Guidelines. (NAG 2)
4. To ensure that staffing resources are used effectively to recognise the needs of students. (NAG 2)
5. To focus the performance of each staff member from the general detail of each person's job description to the priority performance areas expected for the current school year.

Broad Guidelines and Implementation Plan

1. Each staff member's performance will be formally appraised annually. It is expected that each staff member should be fully involved in the process. This will be achieved through self-evaluation and self-appraisal based on the objectives in each staff member's performance agreement. This documentation should be made available to the appraiser prior to the annual appraisal summary.
2. The appraisal summary will be part of an ongoing programme of professional development, in class support and monitoring of the appraiser's overall performance.
3. The principal will meet with each staff member at least twice year to discuss the appraiser's progress in terms of key tasks identified in the appraiser's performance agreement. Senior management and other documentation will be taken into consideration.
4. The formal summary appraisal for the current year will conclude key performance objectives identified for the next appraisal period. This will usually be annually but at times may be supplemented by short term requirements for the appraiser's immediate attention.
5. The specific details of the written performance review report will be confidential to the principal, the appraisee and where a third party is involved, the appraiser.

6. The principal will present to the BOG an annual statement on performance appraisal. This will indicate that the task has been completed and will summarise the overall outcomes and provide the board with an overview of the priorities being established for the forthcoming year.
7. Where there is concern identified about a staff member's performance, steps will be followed as outlined in the various collective agreements and STA guidelines. Where a staff member is not a member of a collective agreement and is employed on an individual employment contract the STA and NZEI guidelines will apply in all matters of performance concerns or competency issues.
8. The principal's appraisal under this general policy will be undertaken annually although the board chairperson or a delegated person will meet with the principal at least once each term to discuss progress on performance objectives.
9. Accountability of all parties in the system will be indicated by signature on the original copy of the performance agreement and the original copy of the final appraisal report.
10. Where dispute exists on matters within the appraisal report the areas of disagreement will be put in writing. If the nominee or principal decides not to amend the original report the written disagreement will be attached to the school file copy and remain there until such time as the situation is resolved to the satisfaction of both parties. It will be understood that either parties to this agreement are entitled to take necessary steps to resolve the area of disagreement.

Conclusion

Performance appraisal is considered essential to all staff. It is not necessarily judgmental and concerned with "rights" and "wrongs". **It is more concerned with "what can I do better as a staff member" so that the quality of the school programmes and the level of student achievement is improved.**

Review

This policy will be reviewed once every three years

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FOUNT COLLEGE

SOURCE OF KNOWLEDGE

Staff Discipline Policy

Rationale

Compliance by individual employees to the school's policies is essential to the professionalism and success of the school.

Purpose

1. To comply with the relevant collective agreement.
2. To ensure that matters relating to discipline are fully and fairly addressed in an efficient manner.
3. To have an open and fair process for dealing with matters of discipline.

Guidelines

1. Where a breach of discipline appears to have occurred the Principal shall determine whether disciplinary procedures should be initiated.
2. Where the Principal determines disciplinary procedures are wanted the Principal shall promptly advise the Board Chairperson.
3. The situation must be fully investigated to make sure that all the facts are accurate.
4. The employee must be advised in writing of the specific matter(s) causing concern and be given a reasonable opportunity to provide an explanation.
5. The employee must be advised of the right to request representation at any stage.
6. The employee must be advised of any corrective action required to amend their conduct and be given a reasonable opportunity to do so.
7. The process and any disciplinary action will be recorded, sighted and signed by the employee and placed on their personal file.
8. Alleged conduct that is deemed sufficiently serious may lead to an employee being suspended with or without pay or transferred to other duties.
9. When requested, and if appropriate, anonymity and/or confidentiality will be maintained.
10. Examples of behaviour that may be dealt with under this policy:
 - I. Deliberate non-compliance with the school's policies.
 - II. Unauthorised personal use of school's assets.
 - III. Negligence in the discharge of professional duties.