



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

Part Two - Application Form

Submitted By:

Rocket Mechanics Developments Limited on behalf of Rocket Community School Trust (in formation)

ROCKET COMMUNITY SCHOOL

ISSUE DATE 19 December 2013
CLOSE DATE 11 March 2014 12:00 pm

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1 Applicant Contact Details

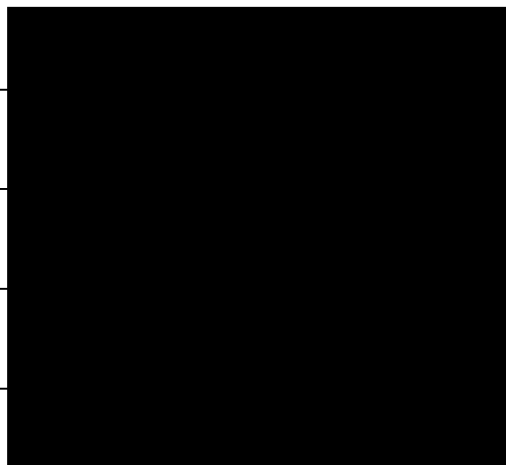
i. Contact person for this Application

Contact person:	Kerryn Bailey			
Position:	Trustee			
Phone number:	s 9(2)(a) OIA			
Mobile number:	[REDACTED]			
Email address:	rocketpreschool@gmail.com			
Is the contact person authorised to negotiate?	Yes	Yes	No	

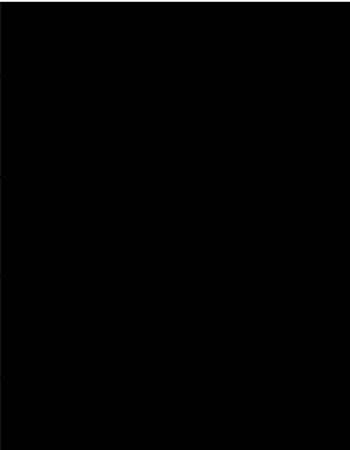
ii. Sponsor Organisation

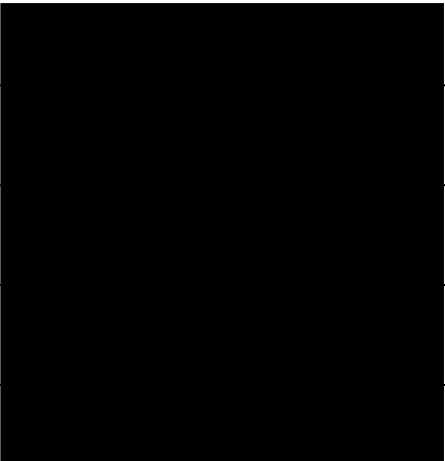
Full legal name:	Rocket Community School Trust		
Trading name: (if different)	Rocket Preschool		
Name of parent organisation:	Rocket Mechanics Developments Ltd		
Physical address:	94 Hibiscus Coast Highway, Red Beach		
Postal address:	PO Box 532, Silverdale, Auckland 0944		
Website:	www.rocketpreschool.co.nz		
Location of head office:	Auckland		
Type of entity (legal status):	Not for profit Trust		
Registered Charity	TBC (in formation)		
Charity (or) Company registration #:	In formation		
Country of residence:	NZ		


iii. Referees

Referee #1	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	September 2005 - Current

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Referee #2	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	January 2002 - Current

Referee #3	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	January 2000 - current

Referee #4	
Name of organisation:	N/A
Name of referee:	
Telephone:	
Email:	
Relationship:	
When:	January 2000 - current

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2 Applicant Profile

i. Applicant Organisation

a) Do you intend to establish a new legal entity to run the school?

Yes – Rocket Community School Trust (RSCT)

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

Yes, but as a new legal entity (Rocket Community School Trust)

ii. Overview of Applicant's organisation

Type of organisation:	Innovation and Education
Year established:	In Formation
History:	Rocket Mechanics Developments (RMD) Ltd (in formation of the Rocket Community School Trust) has encompassed both mechanical engineering and design services as well as educational services. Contracting in the fields of robotics, solar energy, energy efficiency, valve technology, machining, tooling, research and development, educational IT support, tertiary services, professional development, teaching resources and curriculum. Today directors are solely providing educational services and currently own and operate a preschool, and now looking to establish a school.
Summary of experience relevant to your application to operate a Partnership Kura:	The directors of RMD LTD (and trustees of RCST) have diverse experience and understanding of practical applications in an innovative culture that demands grass roots thinking and success. We have been actively involved in both innovation and education even prior to the formation of this company. We have recently established a preschool within a competitive community gaining reputation and regard as a centre of 'loving friendship, family relationship' with the ability to meet the needs (including priority learners) of the community that we serve. We are social entrepreneurs who "aim for value in the form of large-scale, transformational benefit that accrues either to a significant segment of society or to society at large". (Martin & Osberg cited in Yong, Z. 2012). We possess the DNA of hard work, courage, initiative, risk taking, collaboration and opportunity recognition.
Total number of staff in NZ:	4
Number of locations in NZ:	ONE
Overseas locations:	N/A

iii. Current business commitments

Business activities:	Own, manage and operate a preschool in accordance with the Ministry of Education Licensing criteria 2008. There are no known limitations or constraints on Rocket Community School Trust being able to deliver against the application requirements
Other Contracts with government	N/A

iv. Probity

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

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.

NO SUBCONTRACTORS

vi. Financial Information

Current financial status:				
Gross revenue:	In formation			
Net profit (surplus) and Net Assets:	In formation			
Last audited financial accounts:	In formation			
Copy of latest audited accounts attached?	Yes		No	No

Copy of latest annual report attached?	Yes	Yes Appended (Appendix 2)	No	
Is organisation in dispute with any trade union?	Yes		No	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.	Silverdale
Do you propose to operate the school at more than one location?	No

ii. Year Groups

List the year groups that your school proposes to serve.

Early Childhood age 2yrs – 5/6 yrs

Composite Yr 1 – Yr 13

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
20%	2%	40%	40%

iv. School Roll

Year	2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	8	15	88%	20	33%	25	25%	30	20%
2	6	12	100%	20	67%	25	25%	30	20%
3	6	12	100%	20	67%	25	25%	30	20%
4	6	12	100%	20	67%	25	25%	30	20%
5	6	12	100%	20	67%	25	25%	30	20%
6	6	12	100%	20	67%	25	25%	30	20%
7	6	12	100%	20	67%	25	25%	30	20%
8	6	12	100%	20	67%	25	25%	30	20%
9		10	0%	15	50%	20	33%	25	25%
10				10	0%	15	50%	20	33%
11				10	0%	15	50%	20	33%
12				10	0%	15	50%	20	33%
13+						15	0%	20	33%
Other ECE	20	20		20		20		20	
Total	70	129	84%	225	86%	300	33%	365	22%

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.

Rocket Community School

Rocket Community School will be established on the mission statement

loving friendship, family relationship; where everyone belongs.

This school will be a community of families of which the children are enrolled. The premises will become a community hub, where services (including education, but not limited to) are vibrant and responsive to the needs of the enrolled community.

A culture of family will preside and form the basis of all decision making, thereby making it possible for each child to belong. The staff will love, nurture and challenge the children. Rocket Community School will be a place where the child's individual needs are observed, acknowledged and responded to. Each child will grow in their identity and purpose to attain their ultimate potential.

Rocket Community School is committed to love, and nurture. It is a place of belonging, reciprocal relationship, where teachers truly listen, and children are fully engaged and compelled to live out 'loving friendship, family relationship'. Fullness of life including education, potential and success are a direct result of loving friendship, family relationship.

Rocket Community School will become a cohesive learning community in which children would become whole, healthy and successful citizens. The school will be a place of care, love and nurture, a place of hospitality, rhythm, participation and expectation. A place to dream, believe and aspire to what life can become with the application of hard work, commitment and service. It would be a family.

Rocket Community School will be a place that is 'a buzz' with learning, discovering, exploration and wonder. A place where educators are discerning and responsive to the needs of others around them, working together as members of the community, as each individual comes together in a chord of harmony and timbre.

The learners within this community would relate across the school ages and pursue learning in the context of their interests and lines of inquiry. They will receive instruction in all learning areas with a determination to succeed in numeracy and literacy.

Rocket Community School is aligned with the Ministry of Education, it proposes the same course. At its heart are the same characteristics and personality, but it has a different appearance, one of innovation and creativity.

PERFORMANCE GOALS

The schools performance goals include:

1. To establish reciprocal relationship (whanaungatanga) which results in a responsive educational environment that establishes a belief and assurance of belonging?
2. To provide Hauora (holistic life and well being) for every student ensuring academic success is possible.
3. To ensure through management, achievement and curriculum, that every child is receiving a responsive education that results in academic success and achievement of National Standards.

STUDENT POPULATION

Rocket Community School will cater primarily for High Priority learners from within the local community and surrounding suburbs, who are historically not experiencing success in the New Zealand schooling system. An education established in 'loving friendship, family relationship', affords freedom to those students who are restricted by the current provision through the national network as a result of finance, physical environment or new pedagogy initiatives on old philosophy. Rocket Community School will enable belonging, individual

education plans and an environment that allows high priority learners the flexibility to have their individual needs responded to in the context of family.

The student populations of Rocket Community School (reflecting our local community needs) would enrol students of low socio economic families, special need learners (including ADHD, Aspergers, Dispraxia and Dyslexia) and those of Maaori ethnicity. The school is likely to have only a small Pasifika roll due to lack of the Pasifika population in the Silverdale/Rodney area.

A relational and family, based model offers all children belonging and education that is responsive to their needs and inclusive of their whanau. These are also the values of tea o Maaori

5 PURPOSE AND GOALS

a) Mission and Vision

Rocket Community School is premised on the following Mission and Vision

loving friendship, family relationship – where everyone belongs

We believe that there is a need, within the existing provision, for a school established in loving friendship, family relationship in order to provide relational and responsive education that affords flexibility beyond the classroom. The mission exemplifies current Ministry of Education initiatives expressed through 'Success for All', 'Ka Hikitia', 'Collaboration for Success' and 'Pasifika Education Plan 2013-2017', loving friendship, family relationship is achievable and desirable especially for high priority learners. In our local community we have multiple and diverse needs. We now have a large holding of state housing; a high substantiated abuse rate; rapid housing development and a need for a new innovative fully responsive school option.

Silverdale is a rapidly developing community with more housing being fast tracked over the next few years. In this community we have already, despite three other new and large early childhood centres, in the last year established and operate a preschool (to full capacity with a wait list) based on this mission and vision and found the success and demand to beg of us a school.

- i) Rocket Community School proposes a mode of schooling established in 'loving friendship, family relationship'. Operating on the premise that education is a service industry in which parents play an integral role beyond voluntary help and aid to becoming co professionals in the education of their children. In loving friendship, family relationship the whole whaanau is embraced in reciprocal relationship that results in full whaanau engagement. This approach to education considers the child and their family as a subscribing group to the holistic provision of education and services afforded through a community hub. It allows for other services within the community to contribute and provide for the needs of the families.

With a relational premise the school takes on the conforming likeness of the enrolled community and is therefore alive and able to move and adapt according to the needs of the community. This proposal of education is not tied to a classroom or a timetable that can easily become inflexible and sterile, but rather it is, every day, and every moment strategically crafted by the educator to best meet the needs of each child for that day. It is responsive. In practice it would be most like a home educator who responds meaningfully to the child's needs within the context of the home and the influences the home has on the structure and nature of the day.

We have seen and believe that parents/caregivers want to be accepted, involved, encouraged and relationally esteemed within education. They want to guide, support and

have their aspirations and dreams for their child facilitated through education. They want to know what is happening in the classroom, to receive feedback daily and to share and delight in the activities, work and achievements, of their child. While time consuming to maintain these relationships, it has been a delight and joy. It has proven to be the key to success in student and whaanau engagement. It enables whanau voice in the teaching and learning. This mission enables successful provision of care and education for the children, especially those who are High Priority learners. When facing challenges this partnership and engagement of whanau is critical to overcoming the obstacles. There is a need for *"caring and thoughtful educators to build educational communities that are more democratic and responsive to human nature and student development"* (Sergiovanni, T)

Our proposal of a school established in responsive and relational education is considerably different to existing provision. Within our community we find schools that are classroom driven. They are integrated (fee paying), or modern school (classroom, timetable, homework, integrated collaborative approach and children empowered to make decisions about their learning (Silverdale School www.silverdaleprimary.school.nz/special-features.html)) or modern learning environment utilising existing school modes of learning (integrated school). Current provision of education is also very expensive. In one year, stationary costs are \$70-\$100 per child and uniform costs \$200-\$300, school donations another \$200, plus activity fees. These are barriers to learners for low socio economic families. We believe in eliminating these barriers. Rocket Preschool does not impose any extra charge for a child who is funded with 20 hours ECE and 2 year olds only pay a fee to attain that same level of funding. We are the only centre willing to do this in our community. It is congruent with our philosophy of serving the parent and contrary to current practice of local schools "without parent contributions and PTA's we wouldn't have money for things that are considered necessary, such as IT" (Hibiscus Matters 5th February 2014)

- ii) Through relationship I often hear parents express frustration with these schools. They are mere bystanders as their children enter the school walled by structure and professionalism, and their child subsequently moulded to fit the overt rules, routines, structures and rhythms of an established school system historically based on an inflexible mode of teaching and learning. Traditional schools are viewed as "formal organisations... this view fails both students and teachers, no matter how good our intentions. A prime reason for this failure is the inability of schools to help students recover the loss of community that too many now experience. A school established on loving friendship, family relationship becomes that community where relationships are family like, where space and time resemble a neighbourhood... can help schools become communities by kinship." (Sergiovanni. 1999)

Rocket Community School would be different because a responsive and relational education exists first and foremost in the context of the whanau and the child's needs.

- It views education as a service to the families. It is responsive to their needs and is not limited to school hours classes, routines and formalities.
- It views parents as co professionals, peers, valuable, to be encouraged and upheld. It is a genuine partnership where the educator is a servant to the parent.
- It views the child in the context of hauora. It seeks to educate the whole child, emotional, physical and spiritual needs of the child first and foremost in order to enable success and lay a solid foundation for academic growth and learning.

These philosophical differences are evident through relationship that is proactive and critical in the ability to respond to the needs of the child. This relationship and subsequent communication is not limited to two parent teacher interviews a year, formal reporting and written communication initiated by the parent. In contrast the educator is intentionally initiating communication daily with parents/caregivers to ensure that information sharing and relationship is proactive and therefore reciprocal.

A responsive and relational education is outworked through the child's emerging interests and needs, it is flexible, it is education outside of the classroom, it is a weaving together of community and education to produce academic result intertwined with character, deep,

embedded and life long learning. It is practical and needs based, essentially providing each child with an Individual Education Plan (IEP). It is seeking to develop a learner who has high concept, the capacity to detect patterns and opportunities, to create artistic and emotional beauty, to craft a satisfying narrative, and to combine seemingly unrelated ideas into something new. And high touch is the learner's ability to empathise with others, to understand the subtleties of human interaction, to find joy in one's self and to elicit it in others, and to stretch beyond the quotidian in pursuit of purpose and meaning." (Pink, D. 2005 pg 3)

Rocket Community School is committed to embracing all children and their families. Rocket Community School requires of its staff the character of patience, forgiveness and kindness; they are respectful, modest, confident, calm, happy and pleasant. We always seek the best for others. In word and action we are passionately committed to the well being of each child and their family. Rocket Community School exists to sacrificially serve the children and families who attend, esteeming them and holding them in high regard. We aim to establish and foster kindly affection and brotherly love, to honour one another and give preference to each other.

Responsive and relational education views the parent/caregiver as a co-professional rather than merely the parent. Genuine and active participation is sought through relationship. It operates on the belief that education is a service provided to the parent, but not limited to the classroom or to school hours. It is always ready to extend loving kindness and to respond to needs that are evident or communicated.

We believe children are a complex being of intelligent design. In education we acknowledge that every child is an intricate interconnection of cultural, cognitive, physical, emotional and spiritual development. We believe in the explosive mix of both the teacher's and child's contribution within a dynamic environment to provide upward thrust in learning, escaping the gravitational hold of conventional (*generally held to be acceptable at the expense of individuality and sincerity*) learning. As a result children gather speed, escaping the confines of 'commonplace and ordinary' transitioning to "anything is possible", "fantastical", "imaginative". In education we are committed to exploration, explosive thinking, discovery, imagination, creativity, invention, wonder, and curiosity. We delight in the ridiculous, extraordinary, remarkable, incredible, wonderful, breathtaking, and wild.

Finally Rocket Community School is seeking to merge an existing and successful preschool, established in the above, with the provision of a composite partnership school in order to offer a seamless education community in which students of all ages can come to be educated providing whaanau with a single community education hub. With the provision of early childhood education Rocket Community School makes it possible and more socially acceptable to defer year one of school until the child is age six (as is the compulsory age for starting school in New Zealand) should the parent choose. Currently 50% of our five year old students have elected to stay at preschool for a further six months to one year after turning five years of age.

- iii) The improved engagement and achievement of students is enabled through belonging, responsive education, transformational educators and genuine partnerships with whaanau.
- Belonging is a critical outcome of loving friendship, family relationship. Authors on the subject write "belonging is realised when there is common bond, acts of mutual caring and common meaning". Family is the most common source of belonging. "When social relationships provide an all important sense of belonging, people feel life has more meaning." (Lambert et al. 2013) "Family remains the most important category of human social organisation and 65% of respondents saw friendships as being an essential part of their sense of belonging." (Social Issues Research Centre. 2007)
 - A responsive education based on the child's needs and emerging interests results in student engagement.
 - Transformational educators seek to engender growth. Pedagogically Rocket Community School's educators will exercise transformational leadership, the ability to

inspire others and to bring about amazing change (Rankin, C. 2008. pg 123). A transformational educator obtains the ultimate potential of a child through genuine and sincere feedback, guiding their student with the end in mind. This is not limited to cognition, but extends to non-cognition too. Transformational leadership is about inspiring your student and setting them free.

- Genuine partnerships with whaanau give the authority and credibility to effect change in a student's life. It is the necessary link that endorses an educators work with a child saying "I am working with your whaanau, and together we agree..."

b) School Performance Objective

Rocket Community School's Objectives are;

1. **Relationship (whaanaungatanga).** To establish reciprocal, sincere and heartfelt relationship with children and whanau that demands a responsive educational environment resulting in a belief of belonging. All staff and employees of Rocket Community School are to prioritise relationship with the families. They are contracted to be exemplarily, gracious and loving members of the school. This is the premise on which all else is established. *To be measured through written records (dialogue, to be recorded), engagement of students and whaanau in teaching and learning, whanau surveys and demand for places within the school.*
2. **Hauora.** To provide Hauora (holistic life and well being) for every student so that academic success is possible. This is achieved through an emphasis on and strategy for positive guidance (a guidance approach to discipline) where children's needs for empathy and relational strength are identified, and responded to, thereby eliminating all road blocks. The school will ensure they respond to any need that may arise within the community. *This will be measured by written records, a variety of assessment, whaanau surveys, behaviour records and dialogue with whaanau.*
3. **Responsive Curriculum.** To ensure that every child is receiving a responsive education that results in engagement, academic success and attainment of National Standards. This is achieved through an Individual Education Plan (IEP) approach to the New Zealand Curriculum. Educators who are daily responding to the emerging interests of the children with accountability to the New Zealand Curriculum and the values of excellence, innovation, inquiry, and curiosity, diversity, equity, community and participation, ecological sustainability and integrity will gain the student's interest and engagement. *This will be measured through student participation, attitude towards school and learning (measured through dialogue and survey), a variety of assessment, attendance records and IEPs.*
4. **Achievement.** All students will be able to track academic growth and progress in order to attain National Standards. This is achieved through regular effective assessment to improve students' learning and teachers' teaching therefore providing a responsive education that meets the needs of every child. *This will be measured through a variety of effective assessment, tracking of student's progress, National Standard reporting*
5. **Management.** All procedures and policies will ensure outstanding management and efficiency of services and resources to facilitate the mission and vision of Rocket Community School. This is achieved by operating within the budget to ensure that students and educators have access to the resources that they need. Management includes policy and procedures for finance, property, resource management, staff employment and appraisal, health and safety and all record keeping. This is the responsibility of the School Manager supported by the administration staff. The governing board will oversee this. *This will be measured by financial records, parent satisfaction, fulfilment of all timelines and reviews and contract obligated reports filed in a timely manner.*

c) Demographic Evidence

We are proposing to open a school in Silverdale due to roll growth within our community and see this as an opportunity to offer an innovative approach to education (catering for High Priority learners) while providing a new school to the national network.

Roll growth due to significant property development is stretching current provision. Silverdale Primary School is facing rapid roll growth with meetings pending 2014 to discuss how they will manage the complexity of a site that is about to reach its full capacity (Rodney Times Jan 7th 2014). They face discussions over reducing zoning and or becoming a contributing school.

Local Principals Steve and Viv Collins are reported saying "growth is the most obvious of these [challenges]... Viv says her school expects to reach capacity of 650 students in two years, while Whangaparaoa Primary has a waiting list for its roll of 755. Silverdale School is reviewing its zone boundaries this year." (Hibiscus Coast Matters, 5th Feb 2014).

A Special Housing Area (SHA) has been scheduled by the Auckland City Council for North Silverdale. This housing area is expected to "build 876 homes... to bring more than 3000 residents to the area during the next three or four years" (Rodney Times, Dec 19th 2013) Silverdale also offers two other schooling options; both are integrated schools (approximately \$4000.00 fee required yearly). One is primary and the other composite.

Silverdale is also strategically positioned amongst a number of communities with high priority learners that would benefit from being served by a partnership school. It is accessible by motorway from the North Shore, and Orewa. It is in the direct line of commuting traffic for Whangaparaoa Peninsula, Helensville, and Kaukapakapa and therefore it seeks to potentially service communities with the following demographics of high priority learners.

Maaori

Rocket Preschool's current roll has 32% of the children identifying themselves as Maaori an increase from 23% in the previous year. Helensville School has a 30% Maaori enrolment.

We are confident that our mission 'Loving friendship, family relationship' is at the heart of Maaori learners and that we could achieve enrolment of 20% Maaori

Low Socio – Economic

We currently have an increasing number of students who are being raised by grandparents and those from low income households

In discussion with **Allan Robertson, CYC Trust, Whangaparaoa** (February 2014) I was able to establish the following:

- CYC trust work with students in Whangaparaoa College and confirm that at Yr 7-8 there are a significant number of students exhibiting signs of stress, anger, and emotional hurt as a result of broken families, abusive families or parents who are just too busy.
- Coast Families Trust has a family worker in two of the local primary schools
- Mike Tomey is currently providing alternative education for 10 secondary school students in Silverdale
- Parental abuse is on the rise on the Coast
- Unique Families provide a service for children with invisible disabilities
- There are areas with growing concern for poverty these are:
 - Stanmore Bay** with a large pocket of single parents and low socio economic households
 - Gulf Harbour** the government has a large holding of state housing where WINZ has a number of clients. The government bought up many of the leaky homes.

His recommendation was that early intervention is necessary as they are seeing and working with the effects of children who have simply gone through the system without the necessary intervention.

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Helensville told me that there are significant needs in the community of Helensville and beyond. Many of the families are reliant on Work and Income for their livelihood. There are a number of state houses in Helensville.

In New Zealand emotional abuse is the highest statistic amongst substantiated abuse cases, ahead of neglect by about 60% (Child Poverty Action Group, July 2013. pg 7). The results of which are reflected in the emotional fragility of New Zealand children. In 2012 the Orewa office had around 35% of the abuse notifications substantiated (this was higher than any of the south or west Auckland offices). The Orewa office (a stones throw from Silverdale) services our local community. The report gives various suggestions one of which “all being equal there may be real differences in abuse rates between site offices.” (Child Poverty Action Group, July 2013. pg 8). Across the country Orewa ranked 15 of 44 for substantiated child abuse below Clendon, Westgate, Manurewa, Whangarei and Gisborne, but ahead of Mangere, Waitakere, and Onehunga (pg 10). “Although much of the focus of New Zealand social policy has been urban Auckland, particularly South Auckland, it is evident from considering the data used in compiling this paper that more attention needs to be paid to poverty and economic under-development in small towns and rural communities.” (pg 17)

Our community is home to immerse.org.nz. This organisation is working with foster carers to raise the number of foster carers, and to encourage those who do provide foster care. Last year through one evening presentation 10-14 new families became foster carers. Their monthly coffee group has a membership of at least 20 families. Due to the foster carers being enrolled with Child Youth and Family Services, or private NGO’s it is difficult to establish the extent of foster carers in our community, but we expect that it is high. These children would also be considered high priority learners and would not be reflected in any of the statistics.

According to The Child Poverty Monitor: Technical Report (2013), “children who are reliant on benefit recipients are a particularly vulnerable group” with 59% of those experiencing material hardship. In June 2013 20% of New Zealand Children were reliant on a benefit recipient. Of these, 76% are reliant on the Domestic Purposes Benefit (DPB), denoting single parent households. The greatest proportion of those is between the ages of 0-10years of age (pg 3). This denotes greater poverty amongst early childhood and primary school students. Of the Auckland WINZ offices Orewa ranked 17 of 32 for the Domestic Purposes Benefit. So poverty is a concern in our local community.

Rocket Community School with a mission of ‘loving friendship, family relationship’ is an attractive, practical response to providing a range of services for those families who depend on Work and Income and state housing. We are proposing to remove all financial barriers to learning such as the cost of uniform, transport, stationary and fees (including donations) and include provision of before and after school care as required by the needs of the families. With this in mind it is expected that we could obtain enrolment of up to 40% low income families.

Pasifika

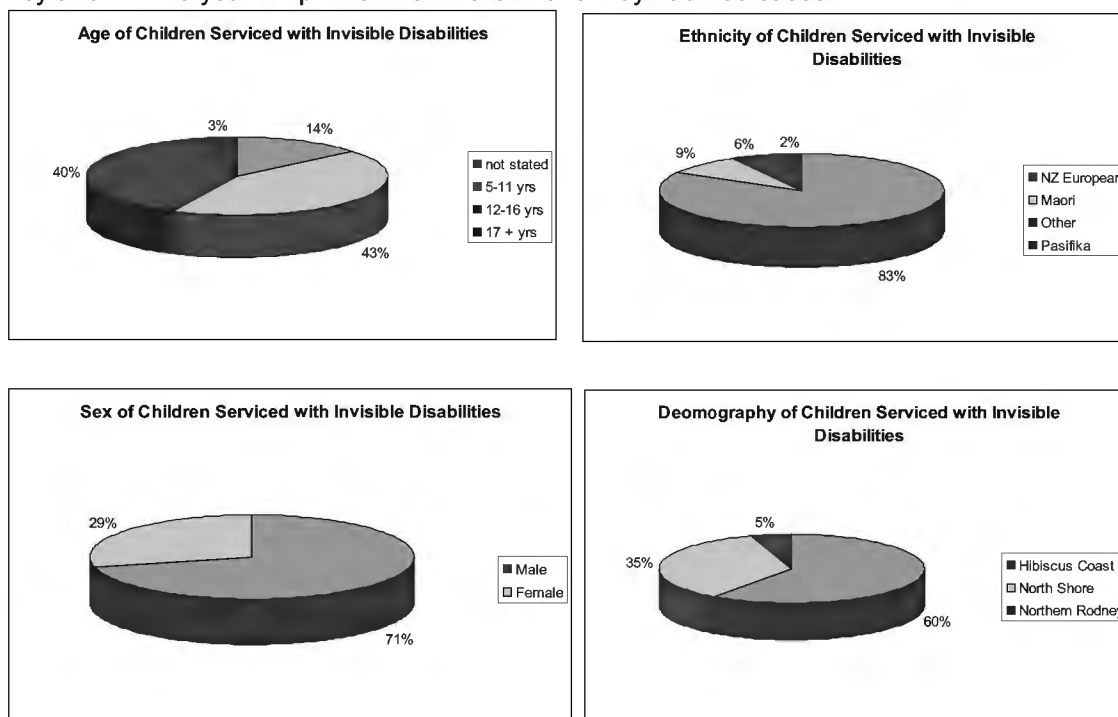
Consistent with all current statistics within our proposed area we are only likely to enrol between 2-4% Pasifika students.

Special Need Learners

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specialises in the treatment of ADHD. He told me that 3% of all learners have ADHD (Personal Communication, February 2014). He reports there are more boys than girls, “three to one or four to one... schools can’t always provide the skills and resources required, even if they do understand the problem... [ADHD children] frequently struggle with academic problems so it’s a battle to keep them motivated at school.” (Grapevine Magazine, Issue 3/2004 pg 45)

Unique Families in Whangaparaoa work with families of children with invisible disabilities. The four primary invisible disabilities are ADHD, Aspergers, Dispraxia and Dsylexia. In the year 1 April 2012-31 March 2013 they had 103 cases.



These statistics illustrate the following

1. Special need learners are not limited to one area of the education system, but are evenly spread between primary and secondary supporting a proposal for a composite school.
2. The majority of special need students serviced by Unique Families are NZ European which means that in a partnership school these learners are additional to the Maori student proportion of high priority learners.
3. A Large proportion of special need learners with invisible disabilities are male (refe to gender below).
4. Special need students, with invisible disabilities, from the North Shore are willing to travel north for services that will meet the needs of their children. More so than those in North Rodney.

Disability Survey

“An estimated 5% of children had special education needs and this was the most common disability type for children. Chronic conditions or health problems and psychiatric or psychological disabilities were the next most common disability types.” (Disability Survey, 2007. Retrieved from www.stats.govt.nz/browse_for_stats/health/disabilities/DisabilitySurvey/2006_HOTP06.aspx)

If the five percent was applied to the numbers of children in the schools surrounding Silverdale (Orewa, Silverdale and Whangaparaoa), then this would amount to a total of approximately 406 students with special education needs of which 30-40% would be 120-162 students. This is almost half of our proposed roll.

It is our intention to provide a school for high priority learners especially special need learners. Loving friendship, family relationship embraces learners and through relational and responsive education makes provision for all their members. A family is inclusive; it seeks the best for each member with dreams and aspirations to match. It is a place where every member belongs, relationship knows no barriers and love knows no limits (Guess How Much I Love You, McBratney). With a potential 5% of our student population having a special education need we intend 40% of our roll to be special need learners.

Gender

Males, while not identified as a priority learner, are historically not experiencing success as highlighted by the Education Profiles for Auckland; Hibiscus & Bays, and Rodney which clearly show that boys are underachieving in National Standards and in relation to girls of the same region.

Our model of 'loving friendship, family relationship' with a programme established in emerging interests at Rocket Preschool has proved successful for boys and their families with our roll increasing from 46% to 68% boys in the last year. We believe that our mission, vision and responsive education is successful for boys.

Therefore we expect that we will achieve enrolment of 60% boys at Rocket Community School.

d) Key Advantages and Educational Record

We are currently successfully providing early childhood education established in loving friendship, family relationship outworked in a responsive curriculum where children's emerging interests are identified, researched and explored through all learning areas.

Loving friendship, family relationship is a philosophy that demands reciprocal relationship (collaborative and mutually respectful). It requires the relationships to be multi-dimensional and responsive to the communities needs. This mission ensures that partnership is planned for, and embedded within whole school development plans, well resourced and regularly reviewed. Rocket Community School is goal orientated and focussed on learning. We are hospitable, caring, friendly and seek to serve our families. There is always time to communicate. These are the core features of 'Successful Home-School Partnerships' (Report prepared for Ministry of Education, Bull, Brooking and Campbell. NZCER)

Our Mission whole heartedly sums up the following intentions of the Ministry of Education. The Education Review Office in its paper Priority Learners in New Zealand Schools highlights the need to shift the focus to **student-centred learning**, "lived out of rich learning programmes, thoughtful management of the curriculum, [and] positive school cultures... Importantly there is an ethic of care for students' current and future success" (Pg 7. 2013) and **leadership for improvement**. This is the proposal of Rocket Community School

Priority learners require a shift to 'student-centred learning, implemented responsive and rich curriculum and use of assessment information in order to know about and plan for students' learning' and 'personalised learning and teaching opportunities to meet the needs of all students' (Ministry of Education, retrieved from elearning.tki.org.nz/Ministry-initiatives/Priority-learners). This is the proposal of Rocket Community School

Our current roll reflects the following statistics 32% Maori, 68% male, and 39% presenting a need that is either special, learning or socio economic.

We have recorded dialogue with parents and documented approaches to children's learning within the education environment. We have provided a programme that is similar to an IEP and as a result we have outstanding success and endorsement of parents.

"Children and young people will grow and reach their potential when schools reach into homes and connect with the aspirations, identity, language and culture of their learners and their families, Whaanau and communities." (Success For All, MOE)

This is what we have done.

Another core focus of Rocket Community School is **Hauora**. Research clearly shows that early intervention in the behavioural, social, and emotional needs of a child are both fiscally and educationally pertinent for the sake of substantiated costs and remediation later in life.

By providing successful intervention in young children's lives to achieve Hauora through a model of Whanaungatanga Rocket Community School is making a significant difference

in not only these children's lives now, but in the future and therefore the future of our community and nation.

Here at Rocket Preschool, and in the future Rocket Community School we are natural and sincere educators who have in four months of opening obtained a full roll and subsequent waiting list with no marketing or advertising; simply word of mouth. We have had three parents approach us specifically to enquire if we would consider providing a school for their child with the unique mission of loving friendship, family relationship. Two of these are considered priority learners. Since communicating with our parents our intention to open a school we have had numerous enquiries from past, present and associates of present students who requested information. We have outstanding rapport with our current families demonstrated by frequent praise and commendation of our work highlighting the attributes and functions of 'family' that ensure belonging and ultimately success. We are pleased to be working towards a school option for the families within our community who are looking for a relational and responsive education for their children.

To date of the children who have reached the age of five years, 50% have chosen to continue to be educated within the preschool environment before making the transition to school at age five years five months or six years. This is a direct result of our success with priority learners and the confidence the parents have in our provision and programme, coupled with the needs of their child for an alternative to the existing provision within the national network of schools. We believe that the transition from early childhood to primary does not need to happen at age five because of social norms and society's expectations, but rather that a child should make that transition when they are ready or when they are age six years as New Zealand law requires. By proposing a composite educational model we are able to afford children the freedom to transition when they and their whaanau are ready and to remain part of the 'family' until their compulsory education is completed.

Of our current staff, 50% are registered and qualified primary teachers and 50% are registered and qualified early childhood teachers. What we have build and established is now ready to grow in order to provide for those on our waiting list, to offer a primary education option for those who are ready for school and subsequently a full schooling option for the families within our community who require it.

We are social entrepreneurs (Martin and Osberg, 2007). We are dissatisfied with the existing provision; we see an opportunity and take the risk to change the condition with ingenuity. We will persist to make it successful, despite the ups and downs. We possess inspiration, creativity, and the ability to take direct action, courage and fortitude. We propose a school of colour, character and uniqueness. One size does not fit all we will be a boutique providing specialised solutions for individuals. Each child is unique and must be treated as such.

A family and their heritage are vitally important, they produce the learner that we are privileged to realise the full potential of. Like a wine maker we 'take the raw product from a site – a patch of dirt that captures the sun – and you transform it into something magical. The winemaker should take a back seat to the grape and the 'terrior' and let the characteristics of each shine through the wine. Everything is about the vineyard, if you have the right vineyard [school] and the right grape variety [student] then the wine almost makes itself. Let the character of the variety and the vineyard shine through." (Brajkovich, M. Air New Zealand Kia Ora. Nov 2012)

6 EDUCATIONAL PLAN

c) Describe the curriculum to be used.

Rocket Community School will use the New Zealand Curriculum.

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

Rocket Community School

Structure

The school is to be structured around whanau groups in which children will have a designated educator. They will not occupy a class room, but rather as a group they will move around the necessary areas required to pursue learning. The school will be structurally and physically established like a home with different rooms for different purposes i.e. lounge, kitchen, bathroom, reading room/library, quiet rooms, noisy rooms etc. A modern learning environment with multiple and varied spaces. Children will begin their day in a corporate home room (lounge/family room) providing a platform for management requirements i.e. attendance register, notices, events, critical information. From there they will become the responsibility of their educator for the day.

Hours of operation will be from 8:30 – 2:30 although subsidised care will be provided outside of those hours to minimise the impact on working parents.

Teaching

The child or children's emerging interest coupled with varied effective assessment is the key determinant for what is considered the context for planning and teaching. It requires the educator to listen carefully. "I need to spend time observing children in order to uncover what is truly important to them; this takes time, dedication and intelligent observation." (Eames, K. Auckland University. 2012). It requires the educator to seize the teachable moments to be a researcher alongside the child by adding resources or complexity, conversation with a peer, teacher or parent, talking with the child, adapting the physical environment, being present for the child to allow time and space for exploration, research and inquiry, to research, facilitate and support documentation, questioning, problem solving, pursuing reasoning, hypothesise, to ensure reading, reflection and above all to continue to observe, to 'listen with their eyes'. School learning should be a positive and compelling experience for every young person. Our aim is to establish a life long learner. To enable deep, embedded learning through a connected curriculum driven by the child's interests, desire to understand, find out, experiment, explore, and to ultimately chart their future.

Evidence of this approach to the New Zealand Curriculum is linked to many and varied theorists. At Rocket Community School learning experiences will draw on learner centred, Reggio-inspired ideas about making personal meaning. As a social interactive model of learning, opportunities are created for deep and meaningful discussion participants learn with each other and from each other. This tapping into people's interest, questions, ideas, and energy allows an appreciation of others viewpoints and perspective, a process that facilitates critical thinking and reflectivity. Both are prerequisites for transformative learning.

Our implementation of the New Zealand Curriculum is collaborative. Collaborative learning encourages dialogue, increases a sense of value and respect for learning as a process and also facilitate a sense of empathy and mutual appreciation. Social participation is a vital aspect of meaningful education. It is the relationships and interactions among people through which knowledge is primarily generated. Making an experience meaningful is critical to learning, and learning from experience plays a significant role in education. Learning is community orientated, interactive, inclusive and experiential. Vygotsky concluded that learning is fostered through social interaction and called for an approach to learning and teaching that is exploratory, and collaborative (cited in JECEI, 2010)

Children will be actively interacting with their environment and community. Dewey argues that experience must exhibit the principles of continuity and interaction. Socio cultural models of learning take experiential learning a step further by proposing the social context as central to learning. Situated learning suggests that learning is a social process that is shaped by the interaction and intersection among people, tools, and context within a learning situation. At Rocket Community School we believe that people learn as they become intimately involved with a community or culture of learning. They interact with the community, and subsequently learn. This is of value to all learners, but especially to high priority learners who are not currently engaged in learning.

Knowing and learning are defined as the engagement and participation in the changing process of human activity within a particular community. Loving friendship, family relationship is the best platform as children take their cues for understanding as they socially interact, and subsequently learning develops in context as people address and deal with challenges and issues, and establish shared meaning. Situated Cognition Theory suggests that learning is greatly enhanced when it is anchored or situated in meaningful and authentic problem-solving contexts (Bloomberg, 2006 cited in JECEI, 2010). Hence the focus of emerging interest. Real world contexts make the most optimal learning environments and are powerful sites for situated learning. We will utilise our local environment and community as the community itself is the authentic context for learning. This is important for Maaori learners who are strengthened by the larger community and its features rather than the nuclear and physical school. Rocket Community School will enable groups of learners to meaningfully integrate both current and past experience into their learning so that they will continue to stay engaged, and continue to develop their skills as self reflective lifelong learners.

The skilled educator will craft the appropriate learning areas, curriculum levels and achievement objectives from the New Zealand Curriculum in order to maximise learning opportunities and experiences. They will utilise the resources within the community with ready access to the school vehicle, making it possible to accomplish necessary trips outside the premise on a regular basis. Teaching and learning is not limited to the educational premise, but is permitted and expected within the community accessing the experts and the resources within in the community.

Numeracy and Literacy will be daily non negotiable in order to sustain the required practice and skill development to ensure National Standards in numeracy and literacy are attained. There will be a significant focus on reading (reading to, reading with and reading by the child). Reading and access to literature is identified by Rocket Community School as a critical source to educational growth. A child who can read and comprehend has no limit to the information they can access. We will utilise the public library as school resources will be limited. Furthermore this sets a model and expectation for the child to see their community as a resource rather than the school being the sole provider.

Educators' decisions for teaching and delivery of curriculum are determined by high expectation, learning to learn, community engagement, coherence, future focus, inclusion, cultural diversity and the Treaty of Waitangi. (*New Zealand Curriculum. 2007. pg 9*)

Modes of teaching will be varied and rarely board and book work as creative, innovative, and practical lessons will be required. Teachers will have the support of a device for formative assessment and recording keeping throughout the day. Children too will have access to technology and exercise books in order to support their record keeping, research and 'practise' of learning.

The programme will be one that follows the child. It begins with the child and what they are capable of and how they learn. Not all children are the same and this approach enables differentiation. Children are not empty vessels to be filled up with knowledge but rather purposeful people who actively interact with the outside world. (Zhao, Yong. 2012)

Our programme would be best described as project based characterise by authentic context, authentic assessment, teacher facilitated, explicit educational goals, co operative learning, reflection and incorporation of adult skills. An authentic driving problem or question leads to a community of inquiry. This results in a tangible outcome. Project based learning develops skills that have a real world connection.

“It would be a mistake to say that this [approach] denies the importance of common and essential knowledge and skills; they are required of all citizens in order for a society or community to function... By following the children’s passion and interest, [educators can] capitalise on [the child’s] intrinsic motivation and natural curiosity to learn.” (Zhao, Yong. 2012) When a child has a reason to learn, they will require literacy and numeracy as necessary building blocks. We need to acknowledge and function out of the reality that children no longer live in isolated societies and so their context of learning and living should no longer be confined to a physical location anymore. They must become citizens of their local community, the nation, and also the world.

At Rocket Community School we believe good education should aim to meet each child’s unique needs, capitalise on their strengths, and grant the autonomy to take responsibility for learning. Through loving friendship, family relationship we in providing education for the whole child is critical. The environment must be safe, healthy, aesthetically appealing, and inviting. It should be engaging, friendly and supportive, a rich stimulating and diverse cognitive environment. (Zhao, Y. 2012).

Planning and Assessment

Documentation is critical in managing the planning, teaching, learning and assessing. Each teacher is required to keep a daily diary of events, discussions, photos, and samples in order to effectively plan, assess and challenge each child’s cognitive, physical, spiritual, cultural, social and emotional journey. “Building on what they bring with them is essential. Teachers draw on a range of effective assessment approaches using the principles of assessment for learning. They use overall teacher judgements to inform teaching and learning programmes for all students.” (Collaboration for Success. 2011. pg 4)

The Person Responsible for Teaching and Learning ensures that across the school there is adherence to and coverage of the New Zealand Curriculum

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

The teaching and delivery of the curriculum will produce better achievement outcomes for priority learner groups because it is responsive, it is established in the child’s emerging interests and it is firmly guided by the learning areas, levels and achievement objectives as outlined in the New Zealand Curriculum. Educators are daily observing, listening, keeping a record of each child’s thinking, dialogue, exploration, written work, research, and learning needs as they share reciprocal relationship, learning situations and experiences. A responsive education reiterates the value of the child, their belonging and affords the learner the opportunities that they need to capitalise on teachable moments.

In the context of a family the curriculum is tailor made to fit (Success for All). It demands excellence with high expectations whilst flexible, breathing in and out with the child. Community is the tie that binds students and teachers together in a special way to something more significant than themselves: shared values and ideals. It lifts both teachers and students to higher levels of self understanding, commitment and performance beyond the reaches of the shortcomings and difficulties they face in their everyday lives. (Sergiovanni. 1999)

Educators have daily dialogue with the parent/caregiver and through genuine interest and relationship are able to establish a viable and reciprocal relationship in which each whaanau belongs. They exist to serve the needs of the child and their whaanau and to this end every child but especially priority learners have more successful outcomes. A relational, family model affords the child the ease, security and love that is necessary to be successful in education.

This is as ERO advises (Priority Learners in New Zealand Schools. 2012), student centred learning; students as partners in learning and leadership for improvement. Educators knowledgeably implement a responsive and rich curriculum; a curriculum that is based on

students' strengths and interests. It is inclusive using assessment information to know about and plan for students' learning.

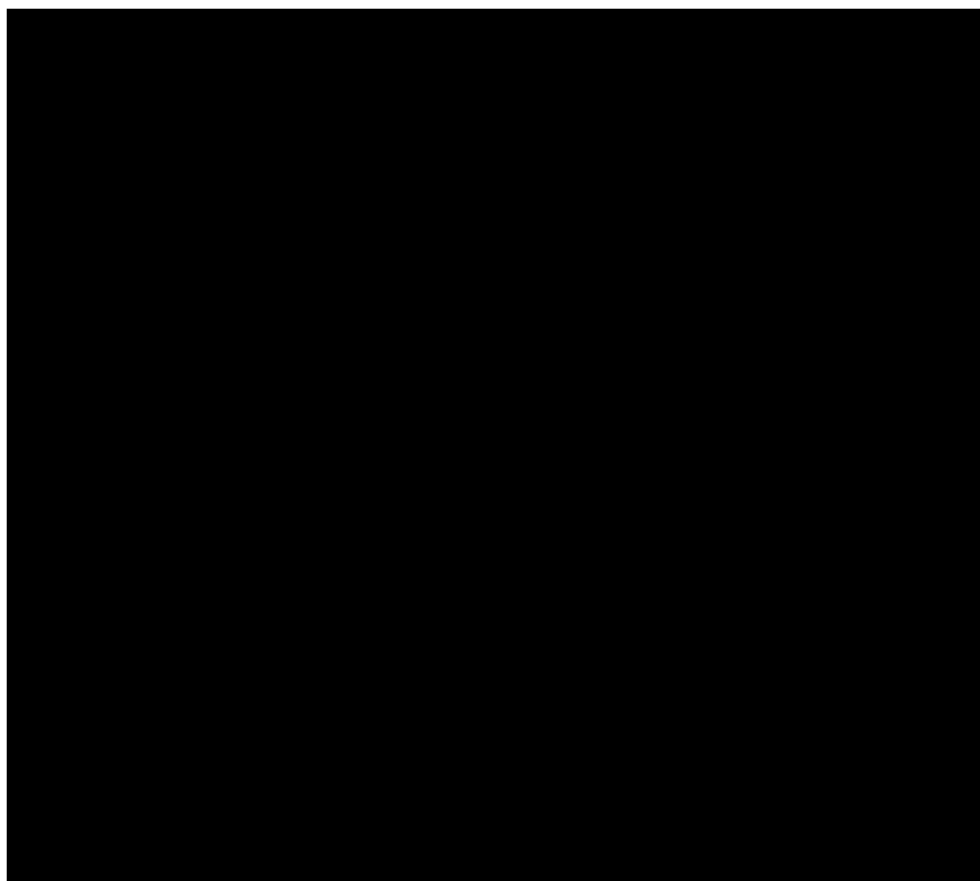
Rocket Community School tautoko the call for schools to work with their communities, sharing information about achievement and valuing the expertise and contribution parents and whaanau bring with their child. Shared understanding is achieved through daily dialogue and specific strategies are easy to achieve out of relationship with the child and whaanau. Rocket Community School acknowledge the need to develop systems to engage, excite and nurture Maori learners and boys. It is believed that children do best when their community actively values and support them, their family and whaanau. As a community hub, Rocket Community School seeks to build the well-being and social capital of students, their whaanau and the community as a planned and systematic part of its role. "It takes a whole village to raise a child".

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

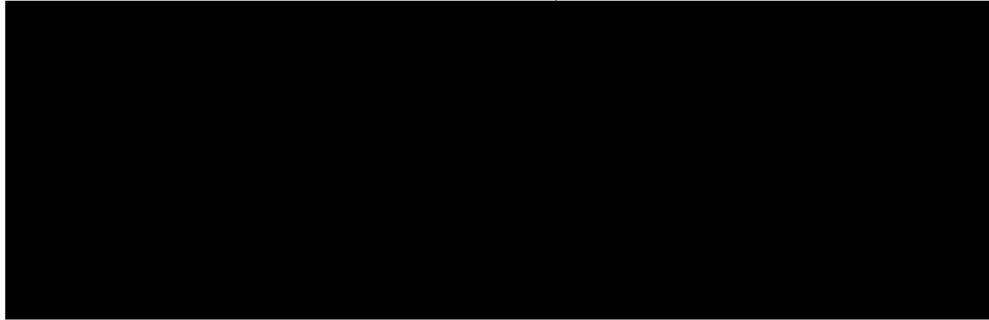
From 2017 Rocket Community School will offer all national qualifications currently offered in New Zealand Secondary Schools. This includes but is not limited to NZCEA one, two, and three. We also intend to facilitate National Certificates and Diplomas.

5. 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.

I am confident that students will be able to achieve the National Standards because the Rocket Community School programme invites student engagement, and the holistic approach including positive guidance (a guidance approach) ensures Hauora for the child. Hauora is foremost and critical as postulated in our mission for unreserved, loving relationship. These are the criteria for academic success. We have proven it to be true.



s 9(2)(a) OIA



We have been successful with high priority learners and have seen them attain National Standards. This gives us confidence to believe that our unique approach of loving friendship, family relationship with a focus on belonging and emotional wellbeing enables high priority learners to achieve National Standards. With an early childhood centre and composite school we are providing early intervention followed by quality teaching and learning.

Research and data claims that early intervention for cognitive and non-cognitive development supported with quality teaching and learning will ensure success. Our commitment to mitigate every obstacle to learning gives us the confidence that what we have seen for a few can be true for many.

“Disadvantage arises more from lack of cognitive and non-cognitive stimulation given to young children...[a] source of concern because family environments have deteriorated.” (Heckman, J. 2006. Vol 312. Retrieved from www.sciencemag.org) “The Coleman Report ... shows that families and not schools are the major sources of inequality in student performance.” This research gives rise to the need for a school that is **family** with healthy social norms, love, nurture and sound emotional support, Hauora.

The success of the proposed Rocket Community School is emotional intelligence which is a given in loving friendship, family relationship which exemplifies belonging, identity, acceptance and love. “Current social policy directed toward children focuses on improving cognition. Yet more than intelligence is required for success in life.” (Pg 3). . Heckman continues to conclude that a narrow focus on cognition ignores the full array of socially and economically valuable non-cognitive skills. There is a large body of evidence regarding early adversity and lack of school success,” Pg 7. It is the mission of Rocket Community School to mitigate early adversity.

Rocket Community School proposes to invest in early interventions. “Heckman posits that early interventions promote schooling, reduce crime, foster workforce productivity and reduce teenage pregnancy and are estimated to have high benefit-cost ratios and rates of return. The longer society waits to intervene in the life cycle of a disadvantaged child, the more costly it is to remediate disadvantage.” (Brainwave Trust. Issue 18 Winter 2013) This is evidence to the success of the school model we propose and the work that we have exemplified to date.

The provision of Early Childhood Education (ECE) is essential and on which the success of the proposed school will be based. Statistics show “a child who falls behind may never catch up... disadvantaged environments are powerful predictors of adult failure.” (Heckman) With our work at Rocket Preschool we can mitigate these failures and furthermore we can attain the necessary education achievement of National Standards. “If society waits too long to compensate, it is economically inefficient to invest in the skills of the disadvantaged... The economic return from early interventions is high, and the return from later interventions is lower.” The benefits of amalgamating the preschool with the proposed Rocket Community School are to provide the earliest intervention possible and to promote ECE attendance by making it readily accessible to the families i.e. only one destination. It is best when one exists with the other.

Early childhood education needs to be followed by a quality school “... advantages gained from effective early interventions are sustained best when they are followed by continued high-quality learning experiences.” (pg 1902) Rocket Community Schools suggests a credible and sound premise for its position and for its success based on research and the

assurance that high priority learners will gain hauora early in their school life and therefore attain their ultimate potential including National Standards.

Furthermore Individual Education Plans are utilised by the Ministry as best practice for children with special needs. We are confident that this method in an engaging, responsive and relational environment will produce the National Standard results that are required from PSKH.

6. 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

Loving friendship, family relationship; everyone belongs gives identity and purpose from belonging. This mission is essential to Whanaungatanga, and Hauora. It is critical to the tikanga of Maaori and therefore with this alignment follows trust, identity, purpose and freedom. Maaori students will succeed in this environment. The concept of whaanau with its tamariki awhi, aroha and mana are all innately Maaori and lay frustratingly dormant waiting to be granted freedom, to be expressed. Rocket Community School exists to bring identity and purpose to all its members including Maaori who have turangawaewae in this community and in this nation. When they are not criticised or made to feel whakama then they can truly unfurl like the koru.

Rocket Community School believes that its education provision will be engaging, affirming and fun for all Maaori students and is committed to strengthening capability and accountability for Maaori education and language outcomes. Maaori students will have their identity, language and culture valued and incorporated into teaching and learning in ways that support them to engage and achieve success. They will know their potential. They will be supported, and feel supported through loving friendship, family relationship to set goals and take action to enjoy success. All teaching and learning will be relevant, engaging, rewarding and positive. It is our expectation that Maaori will gain the skills, knowledge and qualifications they need to achieve success in te ao Maaori, New Zealand and the wider world. (Ka Hikitia, Te Kaawanatanga o Aotearoa. Pg 2)

Rocket Community School characterised by loving friendship, family relationship is able to extend to Maaori Ako (reciprocal teaching/learning, effective learning by Maaori learners, effective pedagogy and effective curriculum). Whanaungatanga (relationships with high expectations), Waananga (communication, problem solving, innovation), Manaakitanga (values of integrity, trust, and sincerity), and Tangata Whenuatanga (place-based, socio-cultural awareness and knowledge).

“Children and young people will grow and reach their potential when schools reach into homes and connect with the aspirations, identity, language and culture of their learners and their families, Whaanau and communities.” (Success for All, MOE). This is loving friendship, family relationship, this is Rocket Community School.

b) supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx.

Rocket Community School will provide for all learners to have knowledge understanding and be conversant in Maaori tikanga and te reo. Te Reo Maaori is critical to the wairua and tikanga of Maaori. Tau Mai states that Te Reo is critical for Maaori success in education allowing Maaori to realise their unique potential, expression and to thereby support local Maaori. Tau Mai is essentially supporting loving friendship, family relationship where everyone belongs.

Rocket Community School will:

- Give place to Maaori language and cultural practices within the school
- Honour the Maaori elders within the community and will seek a Maaori representative for its board.

7. 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**

While Rocket Community School welcomes all Pasifika students it is unlikely that our number of Pasifika students will be high as our community is not home to very many Pasifika families.

However our mission of loving friendship, family relationship is favourable and familiar to the Pasifika community and their ability to ensure success within education. Our mission affords 'strong, vibrant and successful Pasifika communities' (retrieved from www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx). The Pasifika Education Plan is a social model not unlike Bronfenbrenner that very closely reflects the social strength of Rocket Community School.

We have a Pasifika member on our board and are confident that we can build capability, communication and educational success for Pasifika students.

8. Outline how you will ensure an inclusive environment for students with special education needs, including:

- a) how the school will demonstrate inclusive practices;**

Loving friendship, family relationship is unequivocally inclusive. It is the very nature of existence, the family. In a school established on this philosophy all children will have a place, a sense of belonging, be genuinely valued and responded to and be able to make valid contributions. The language, structure and function of the school will reiterate this philosophy and deep seated belief. The child will find that teaching and learning programmes are not only designed and tailored specifically for them, but also their peers. In this way all students are equal, all have strengths and weakness, all are valued for their contribution and all are expected to attain their ultimate potential. The children within this community are expected to 'build each other up according to their needs' (The Bible). They are being trained for healthy, reciprocal, inclusive relationships that ultimately afford success and achievement no matter what the future holds. Rocket Community School holds the belief that "no matter what a man (child) can change his stars" (Knights Tale). The function of Rocket Community School is to nurture, grow and realise every child's ultimate potential. "Children and young people will be the best they can be when they are present, participating, engaged, achieving and belong" (Success for All, MOE) this is loving friendship, family relationship!

- b) how the school will build its capability to address the needs of students with special education needs;**

The school will be established with a ratio of 1:15 coupled with the daily provision of teacher aides. The school environment will be homelike. It will afford the flexibility yet safety that is required by children and whaanau to be confident about success. A

responsive education programme is designed to fit snugly. Teachers naturally differentiate their programmes to cater for each child. It is a priority to have a balanced programme. The educator is to make links between the learning areas, values and key competencies (*New Zealand Curriculum*. 2007, p 16.) It is the goal of every teacher to through loving friendship and family relationship develop confident, connected, and actively involved life long learners. (pg 8) As recognised in the document Collaboration for Success (2011) "student engagement learning and achievement depend on the relationship between the teacher and student". This is the success of Rocket Community School.

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

Rocket Community School will extend hospitality, loving kindness and reciprocal relationship, is embracing and inclusive of all parents. In this school the parents are welcome; they are co-professional in the task of education. This is maintained through dialogue, participation and relationship. The school does not exist merely for the student, but for the community of enrolled students inclusive of their whaanau.

This provision listens to all contributing voices and recognises the needs within the community. It ensures that "parent/caregivers, whaanau, and the communities need good information without having to fight for it. They need to see that their child belongs, has friends, is learning and is getting the extra help needed" (Collaboration for Success. 2011). Rocket Community School will demonstrate adaptation, making curriculum more successful, accessible, engaging and responsive.

9. 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.

We plan to extend to a secondary school in 2016. It is our expectation that we will be able to employ educators/contractors with a range of subject strengths thereby enabling us to offer a full range of subjects. We will again utilise the community for the required resources particularly businesses. It would be fortuitist to look ahead and for Rocket Community School to establish strategic partnerships leading up to the 2016 target year seeking to be creative and innovative. We believe our options leading up to 2016 as open and varied.

10. 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).

"Loving friendship, family relationship" encompasses children of all ages. It is our intention to provide an education community in which all members of a family and community can participate with success.

Our current ECE centre meets the 2008 regulations and we have recently been through this process. We are confident that in relocating our current centre to the new sight we will once again satisfy the licensing criteria. In order to maintain the correct child to teacher ratios, supervision and safety requirements (ECE Regulations 2008), we would dedicate a building and play area defined by the required fencing within the hub of the school. The older children (non preschoolers) would participate and interact within the preschool environment and the preschoolers would be permitted (by enrolment) to explore the full extent of their school community with the required supervision. Teaching staff for the preschool would meet the funding criteria and children would have the option of remaining in preschool until the age of six determining their funding source.

There would be one management structure overseeing the campus (refer to the management plan). While the preschool would be integrated on campus, it would maintain

its accountability to the Ministry of Education under the ECE Regulations 2008 and would thereby comply with Ministry requirements. The strength in terms of the agreement would be the seamless provision of education for the benefit of early intervention and the congruency of loving friendship family relationship which implies education for the whole family. Resources would be shared across the campus, staff and children would relate seamlessly across the campus also.

11. 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

“Loving friendship, family relationship” is a community in which all children are well known, their strengths and their weaknesses, and the areas where growth is necessary. Once recognised staff are able to navigate a learning pathway for success. Through loving friendship and family relationship educators are able to really “know” each child inclusive of their whaanau. They are able to implement a programme where children will be formatively assessed all day every day.

Teachers are to ensure the record of documentation through photography, note taking, recordings, and video (3G device and cloud technology makes this manageable especially when out and about in the community). In observing children well, ‘listening’ (“listen with your eyes, and sing everything you see” – Arthur Hamilton), truly listening to both the child and the family/whanau we will be able to discern and subsequently provide an ‘Individual Education Plan’ for each child which prioritises a balanced programme. The educator is to make links between the learning areas, values and key competencies (*New Zealand Curriculum*. 2007, p 16.) It is the goal of every teacher to through loving friendship and family relationship develop confident, connected, and actively involved life long learners. (pg 8) As recognised in the document Collaboration for Success (2011) “student engagement learning and achievement depend on the relationship between the teacher and student”. This is the success of Rocket Community School.

Effective and various assessments will include both summative and formative assessment. It will include overall teacher judgement and narrative assessment. Sources of assessment information might include:

- day-to-day conversations
- structured interviews with the student or structured observations in various settings
- quick notes taken by the teacher during informal observations
- student self-assessment and peer-assessments
- detailed analyses of the student’s work by teachers and other team members
- portfolios of the student’s work, including ePortfolios
- observations or records put together by parents/caregivers or other whanau
- narrative assessment
- overall teacher judgements; conversing, observing and gathering results from formal assessments

(Collaboration for Success. 2011)

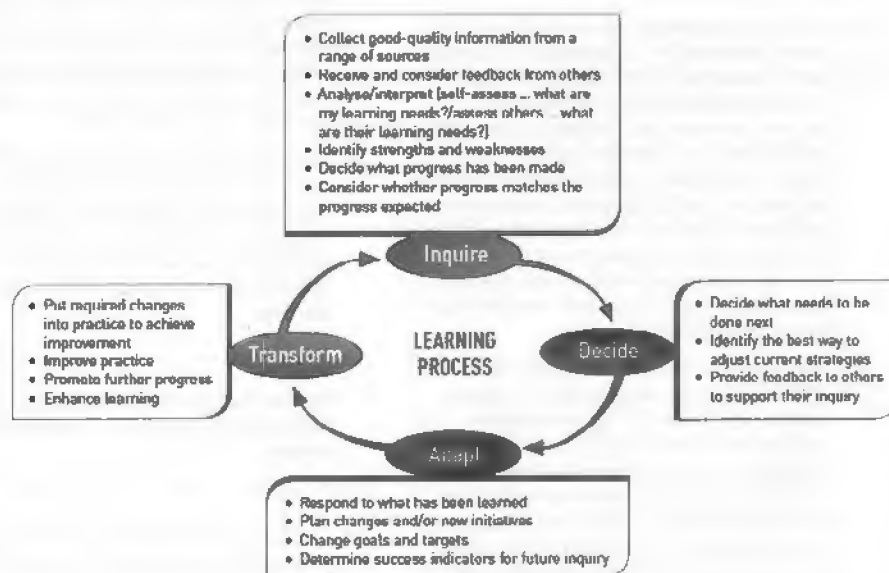
Records of children’s thinking, processing and cognitive ability will be kept and provide the data necessary to report confidently against National Standards. Utilising www.tki.org.nz as a resource for teachers which support the assessment of students. Effective and various forms of assessment will provide the ongoing data to truly attest to each child’s ability against National Standards. Teachers will be required to have a sound working knowledge of the New Zealand Curriculum and the standards in order to competently and effectively ensure the success of every student with high expectation.

The yet to be appointed 'Person Responsible for Teaching and Learning' will ensure that the necessary assessment takes place with the most suitable measures and tools.

b) how assessment and/or aromatawai will be used to tailor instruction.

By 'listening' to the child the teacher as a skilful educator is able to adjust, target and ensure each child receives the experience, instruction or research required to meet their learning needs. Effective assessment looks forward and back. It plays an integral role in raising achievement and improving student outcomes. Assessment will be a process of inquiry, decision making, adaptation and transformation.

Figure 1: Assessment is a Process of Learning, for Learning



Ministry of Education Position Paper: Assessment. 2011

This cyclic process ensures that informative assessment leads to pertinent and quality outcomes for learners.

12. Explain how your school will:

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

Rocket Community School's mission of loving friendship, family relationship provides the premise to serve the enrolled families, to respond to their need and to provide emotional and educational stability for the students. These are factors that promote high attendance through genuine, caring relationship.

An educational programme that is rooted in the child's interests and needs, that affords the student the flexibility of learning environment and includes frequent excursions to locations within the community creates an engaging programme with students as stakeholders. The responsive education provided by Rocket Community School is intended to draw the child from their home and surrounding distractions to school. The student becomes intrinsically motivated and hungers to be at school for as long as they can.

We currently have preschool students who lobby their parents to sleep over, to stay at preschool, to come every day instead of enrolled days. We have seen that student engagement is high and parents are recommending our centre to people they meet all the time.

Our Funding Audit from the Ministry of Education this year resulted in the assessment of high attendance which is a strong indication of student engagement.

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

Rocket Community School in the pursuit of loving friendship, family relationship will pursue genuine reciprocal relationship with whānau. From this relationship will stem the ability to be responsive, to actively relate, discuss, and agree together on a course of action, to support and encourage the whānau.

Our mandate is to embrace all children and their families, for all staff to possess and act out of the character of patience, forgiveness and loving kindness; to be respectful, modest, confident, calm, happy and pleasant. We always seek the best for others. In word and action we are passionately committed to the well being of each child and their family. Rocket Community School exists to sacrificially serve the children and families who attend, esteeming them and holding them in high regard. We aim to establish and foster kindly affection and brotherly love, to honour one another and give preference to each other.

With this premise whānau are welcomed, they are embraced, they are esteemed and encouraged. They consequently feel empowered to contribute to their child's education, to have aspirations that will be honoured, to love and to give freely. By unconditionally embracing the parents in the first instance through friendliness "*I love the friendly welcome you get every morning and afternoon from the wonderful teachers*" (parent) and by removing all expectation of the whānau to provide (financially) for their child's education we have removed whakamā/shame, so that whānau can lift their heads high, be confident and to freely give of themselves.

We believe that to have reciprocal relationship with a parent grants the educator the necessary authority and right to influence the emotional and educational direction of the student for the achievement of their ultimate potential.

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

A relational environment built on reciprocal relationship and service seeks to respond to the needs of whānau. Educators are always sharing information through dialogue and narrative assessment (not limited to this mode). With genuine reciprocal relationship parents/caregivers are, through informative dialogue, always disclosing their wishes, failings, and requests for advice or referrals. They in turn give us advice, information. It is mutual relationship giving strength to the partnership.

In the relationally responsive environment of Rocket Community School these disclosures are able to be addressed and responded to. We as a 'family' offer the support required for the students and know that in turn the students often influence their whānau "*my child said to me 'that's not helpful mum!'*" (parent a), "*my child asked me 'Is that helpful?'*" (parent b).

There are many and varied ways to provide for the whānau within an educational community. We have provided tickets, for all who wanted one, to a parenting evening, we have invited parents to come and join us in our programme, we have responded to the needs of the whānau (e.g. purchased and provided vitamin supplements), shared resources (sent home for the family to use) and continue to love, support and encourage the parents/caregiver in their role. We believe that if we can encourage and cheer the parent on then we give them the courage to be a better parent for the rest of the day consequently we have helped the whole whānau.

As a community service complimentary to many others, we are not afraid to invite other agencies to work alongside us in providing a full and varied service to our school community. Our partnership with other community agents will provide the best possible service for the Rocket Community School members.

With a commitment to the students and their whānau through loving friendship, family relationship then nothing is going to be a problem. There will always be creative and innovative ways of providing information, training and support.

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

It is the expectation of Rocket Community School that daily dialogue will provide the first form of information sharing providing the whānau with the feedback necessary for them to respond to daily needs.

Narrative assessment and digital records of childrens' work will form the information sharing of progress and achievement that will be weekly and ongoing. Each new narrative assessment will be intentionally shared with the whānau as a point of contact and reference.

In fulfilling our contract and our obligations to national standards, regular reporting to the Ministry of Education will be also provided to the parents as a measure of their student's progress at school and for accountability.

The on-going Individual Education Plans for each student will not only capture the dialogue between student, educator and whānau, but will also provide feedback to the whānau in relations to progress and achievements. These will be provided to the parent in a form that is obtainable i.e. digital formats will only be used for those who have ready and easy access to the internet.

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

Relationship with community agencies is paramount. Rocket Community School offers a service that is of interest to them and their clients and in turn their agency offers a service of relevance to ours. Information sharing is critical for meeting the needs within our community. These agencies are established with credible and critical networks. For a relational community to succeed it depends on every member of the community. "Collaborative decision making is at the heart of supporting all students with special education needs." (Collaboration for success. 2011. pg 4)

"It takes a village to raise a child!" We will seek the networking and partnership with the community in order to be successful in our desired outcomes.

We have already begun to establish these working relationships holding meetings with CYC Trust, mental health social worker, local church, local business (Te Ara Tika) with outstanding objectives based around family, and community worker (Helensville). We will continue to initiate and form these relationships as work towards opening Rocket Community School.

14. 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.

None to date. However as we have seen in dialogue with CYC Trust there is huge scope and potential for community partnerships, and collaboration to ensure a greater service for the members of our community.

Rocket Community School intend to pursue community partnerships as we believe in the “children not being confined to a physical location but rather to become citizens of their local community, the nation and also the world.”

This would be an innovative way to provide education especially for secondary level students.

15. 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.

None

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

a) the daily hours of operation;

Hours of operation would be 8:30-2:30, but not limited to as we would seek to create space for extra curricular and hope to play a role in the practice, and pursuit of passions.

Our term breaks would initially follow other schools in order to provide a national rhythm but Rocket Community School would be looking to review and revise our school year and daily times to reflect the needs within our community. In all things operational we will emulate loving friendship, family relationship by being responsive to our community and their needs.

b) indicative student timetables;

Literacy and numeracy will be daily non negotiable. Our future building and premises will play a role in determining our timetable as breaks may need to be rolling to cater for the physical needs of the students. Our timetable will essentially be flexible to the extent that educators are able to pursue the children’s emerging and sustained interests in or outside the school. We do however believe that routine and rhythm is important in life and necessary in the life of the school; therefore we will ensure regular intervals for food and rest.

Crafting of Secondary level timetables will become a goal in 2016 prior to expansion.

c) and 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.

The teacher will be accountable for instruction and assessment and therefore will be required to prioritise these into their day of full interaction with students. They will, pursuant to the New Zealand Employment Law 2000, be entitled to two 10 minute breaks and a 30 minute unpaid lunch break. All contact time is to be instructional where required by the needs of the child. The teacher through careful observation should be able to tailor their school day and year around their 15 students in order to maximise instruction, assessment, independent study, professional development, relationship with parents and participation in extra or co-curricular activities. Where possible Rocket Community School will establish the necessary support staff to ensure that teachers are well supported in their role as educator and teacher aids will be available to the educators daily.

Established on a relational model, Rocket Community School seeks to service the needs of the student and community and this is the essential premise on which staff are to function resulting in the successful implementation of all of the above as it ultimately

serves the students well. However individual responsibility and discipline are required by educators in order to fulfil the necessary roles, tasks and assurance of the teaching profession.

National Standards assessment and reporting will twice a year as per the PSKH contract 'Implementation Plan B' appended (Appendix 5).

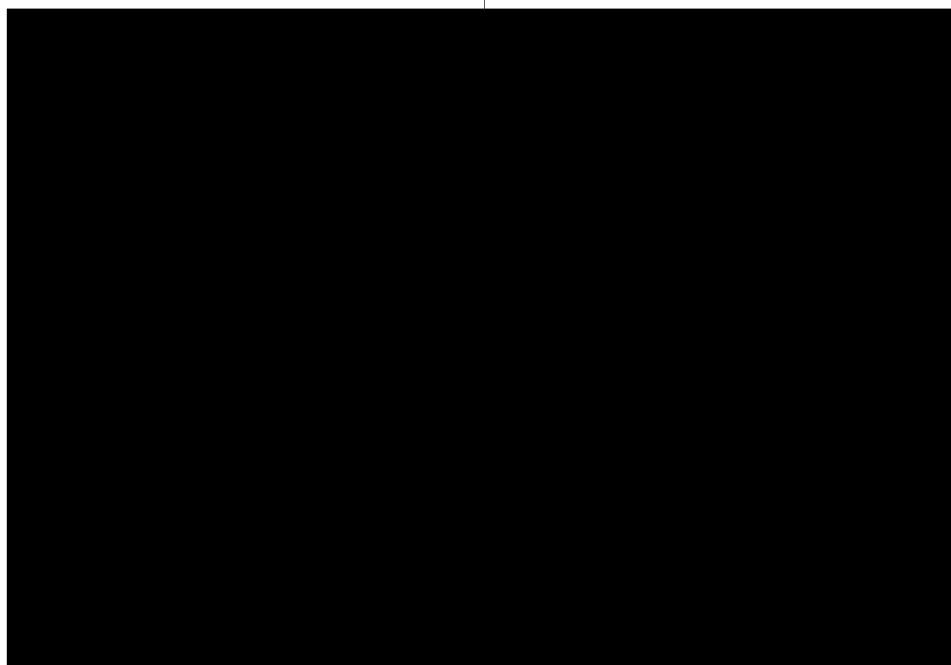
17. Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

Rocket Community School see this area as an area of strength and expertise. We seek to positively guide student behaviour to attain social competence. This is achieved through a policy of disciplined (control over self) expectations, empathy and transformational leadership. We have had documented success employing these practices and are confident in our approach. We believe that emotional and social competence is required as pathways for cognitive growth and achievement. Our intention is to be rock and sure foundation for the child. We have clear eyed resolute love. We establish reciprocal relationship that is both transformational and empathetic. That speaks to the heart and soul of a child.

"We believe that emotion is important in education - it drives attention, which in turn drives learning and memory." (Sylwester, R. October 1994; Volume 52; No 2. pg 60). Most don't fully understand our emotional system, and how to regulate it in school, beyond defining too much or too little emotion as misbehaviour. Emotion has rarely been comfortably incorporated into the curriculum and classroom." Furthermore, our profession hasn't fully addressed the important relationship between a stimulating and emotionally positive classroom experience and the overall health of both students and staff. (Sylwester, R. October 1994; Volume 52; No 2. pg 60). Cultural creatives insist on seeing the big picture. They are good at synthesising, feeling, empathy and sympathy for others, taking the viewpoint of the one who speaks seeing personal experience and first stories as important ways of learning and embracing an ethic of caring. (Zhao, Y. 2013)

Here at Rocket Preschool (a starting reference for what will become Rocket Community School) we understand and have had success positively guiding children without manipulation, insincere praise and incentives and rewards which are all behavioural methods. Our approach is to see the child emotionally restored and return to confidence and equilibrium as a long term successful approach to student behaviour, discipline and participation in school activities.

s 9(2)(a) OIA

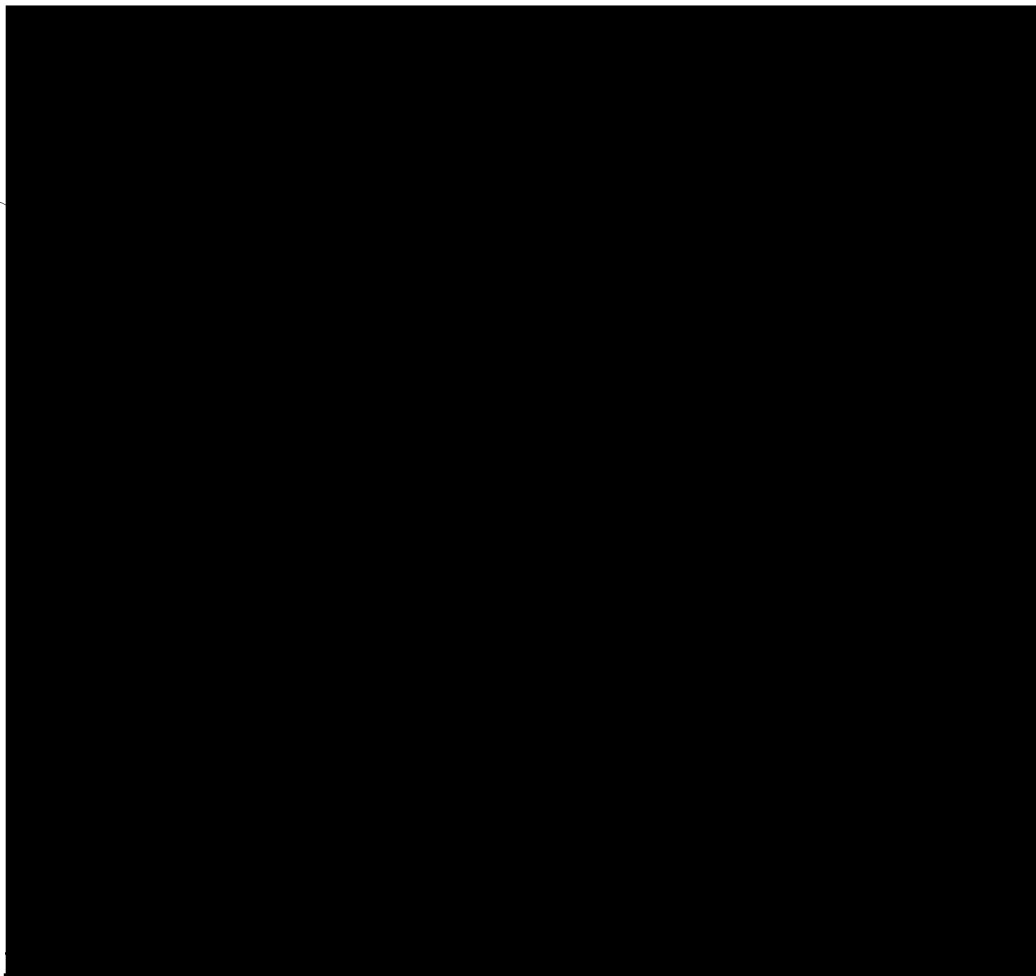


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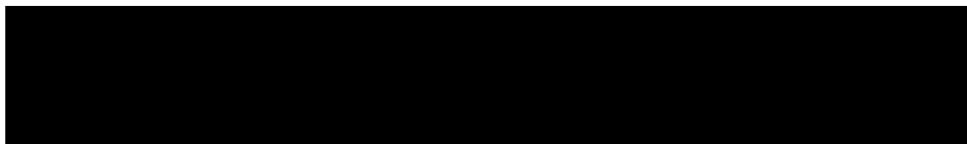
We subscribe to the work of Daniel Hughes who describes his interactions with emotionally unhealthy children as PLAYFULNESS, LOVE, ACCEPTANCE, CURIOSITY and EMPATHY. This forms the basis and strength for all that we do in any behaviourally demanding situation and it has proven to yield fantastic results.

s 9(2)(a) OIA



however through "listening with the eyes of our heart" we were able to achieve an emotional milestone for this child.

Founding all that we do in loving friendship, family relationship sets the expectation for the positive guidance of behaviour. We expect breaches of reciprocal relationship to be appropriately restored.



s 9(2)(a) OIA



s 9(2)(a) OIA

There are many more stories we could tell. And 98% of them would include our students who are priority learners.

Our approach is a guidance approach:

- be solution focussed
- language articulates possibilities
- generate new solutions
- reframes
- rewriting the child's story
- pattern interruption
- does not utilise coercion
- creates conditions for change
- deals with setbacks
- overcomes obstacles to change
- collaborative with parents

It is our intention to enable an environment that is active, vibrant, and living community full of laughter and delight.

The Professional leader will assist in all incidences that require further assistance or considerably compromise the learning of other students in the group.

18. 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).

The Board in conjunction with the management of the school will work to ensure that Rocket Community School is a safe, orderly and drug free environment. We will act in accordance with the Education Act and any other requirements.

Every child at Rocket Community School has the right to an education in a safe and orderly environment. There will be a no tolerance policy with regard to drugs or violence at Rocket Community School. It is in partnership with the parents that we achieve the best outcomes for all students.

A student will receive the necessary support and intervention in the first instance and all escalation of incidence will be addressed at board level.

Policy Appended. Appendix 3

19. 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

Staff will undergo a yearly appraisal with regular reviews with the Professional Leader to ensure each member is developing in response to the needs of the students and community.

The staff will always be supported relationally and professionally by the School Manager, Person Responsible for Teaching and Learning and the Professional Leader. In discussion with management and staff, all Professional development will be prepared and proposed by management for the board's approval. The staff are welcome to approach management who will defer to the board for approval of any professional development that they perceive as necessary and pertinent.

Professional development will be responsive to staff and student needs. Professional development is budgeted for and accessed in consultation with those involved.

The Person Responsible for Teaching and Learning (PRTL) will be responsible for ensuring that professional development is considered, planned for and executed in a timely manner.

Professional development is inclusive of staff meetings, personal enquiry, self reviews, professional dialogue and guidance from the PRTL. Professional development is constant and on-going. It is the practice of reflection and subsequent cycle of response to daily individual evaluations supported by colleagues and management.

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

In keeping with our vision support and mentoring will be premised on loving friendship, family relationship. It will be relational and given priority as we esteem the development of all within the community including staff. All support and mentoring will be administered in alignment with our philosophy and with the needs of the learning community. It will be effective by best suiting the participants.

Professional development will be innovative, needs and skills based and community orientated. This will include staff meetings, dialogue and collaborative discussions. These guidelines will all be filtered through the lens of the 'needs of the learners within the school community'.

Support and mentoring will be both in house for the development of culture and school specific ideology and pedagogy, and in the wider community, nation of New Zealand and the globe as we prepare our learners for their future as life long learners of the world.

Non-registered teachers will be treated as professionals, shoulder the responsibility equal to their ability.

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

Rocket Community School proposes a responsive and relational programme that is needs based. Professional development will be evidenced based and intentionally focused on addressing individual teachers' professional learning needs by identifying how, through their practices, teachers could better meet the learning needs of students.' (Priority Learners in New Zealand Schools. 2012. pg10) This means that all professional development will all be filtered through the lens of the 'needs of the learners within the school community'.

Staff will take responsibility for their own teaching practice and be proactive in reflection and responsive changes to the needs of the student. This is specifically targeted through staff meetings, mentoring, and peer support.

Students and their whanau are our top priority. We prefer them and this motivates us to strategically determine the development necessary for their success.

20. 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.

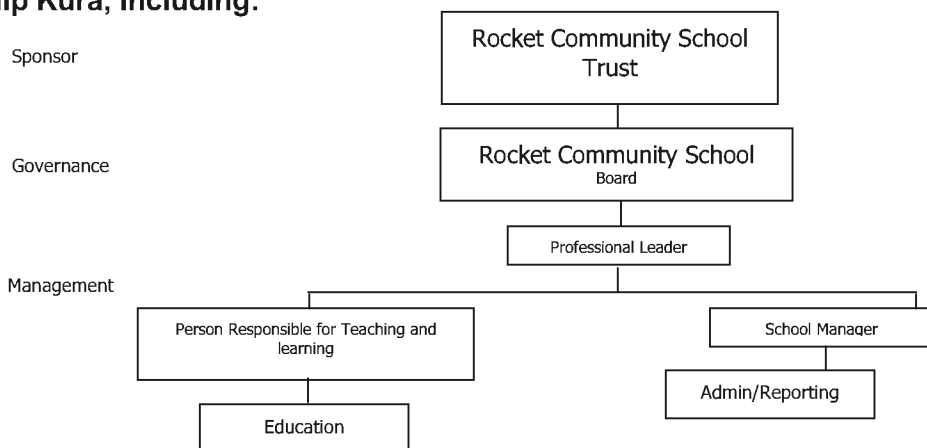
We are not currently proposing to use non-registered teachers. However the need may arise in 2017 when offering a variety of subjects to secondary students to employ contractors to deliver specialist subjects to the students. These contractors would be experts, rigorously vetted,

Recruitment Policy appended. Appendix 4

7 BUSINESS PLAN

21. Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

a) Governance;



Rocket Community School will be sponsored by Rocket Community School Trust (RCST) of which the Professional Leader and current business partner will be trustees. A new legal entity will be established and accept the contractual responsibility to ensure that all obligations of the partnership school agreement are met and adhered to.

The strategic board appointed by the trust represents the interests of the community as well as the expertise required to ensure the successful implementation of a community school. This board seeks to have the following representatives; lawyer, educational leader, community representatives, accountant, professional leader of the school, and school manager.

To date we have the commitment of the following; [redacted] (Principal) – educational leader, [redacted] (Helensville) – community representative, [redacted] – Professional Leader of Rocket Community School, School Manager – yet to be appointed, [redacted] – Student Lawyer, [redacted] (accountant) – Accounts, Community Representative x 1-2 (including a Maaori Representative) – in process.

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

s 9(2)(a) OIA

The board will exercise clear vision and strategy (performance goals). They ensure that management and staff are clearly aligned and resourced to achieve the mission of loving friendship, family relationship. The board will appoint a chair, treasurer and secretary. Office holders will act in good faith and in the organisation's best interests. They will take reasonable care in exercising their duties.

This board will provide the governance for the school, and make it possible for management to achieve the mission and vision and purpose for which the school will be established.

b) Management;

The Professional Leader will provide leadership for the school, upholding the mission and vision with the strength and expertise of a school manager and person responsible for teaching and learning. Together as a team they provide the management of the school. This leadership team will together provide the skill set to meet all contract obligations and expectations of the board. The Professional Leader is the visionary, go to for parents when needed, upholds positive guidance (a guidance approach). The School Manager is leader for management, with oversight of reports, policies, accounts and administration. They are supported by an administrator and eventually receptionist. The Person Responsible for Teaching and Learning is the leader for curriculum implementation and assessment.

c) Administration; and

The School Manager and their team will provide the administration for the school. They will be responsible for all reporting and management of policy, enrolment, finances, health and safety and property requirements. Through 'loving friendship, family relationship' the staff will create a community where parents are embraced, loved, supported and represented.

d) Subcontract arrangements (if applicable).

None known at this stage

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

In a reciprocal relational community all communication is valid and upheld. To this end records kept by staff on a daily basis provide the data, dialogues and heartbeat of the community being served. Wise sharing of this information enables suitable members of the community to best respond to the needs of every member and family within the community. With a philosophy of 'loving friendship, family relationship' every member belongs and to this end is prioritised, encouraged, upheld, supported and provided for. This ensures a sense of belonging, the opportunity to be heard and to have, through relationship, your needs respond to within the community.

The board has provision for community representatives, however the mandate is that Rocket Community School exists to serve the community and therefore is willing to utilise the strongest members within the community to carry the burden so that all members within the community may be released and encouraged to be the best mother, father, grandmother, grandfather, aunty, uncle or guardian they can be.

23. 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.**

Implementation plans have been appended (Appendix 5)

24. 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**

Spread sheet has been appended (Appendix 6).

All amounts have been represented conservatively until we know exact operational and expenditure costs.

We believe that we can operate with success within the funding allocations. We would however seek to establish partnerships that provide additional funding to improve outcomes for all students. We do not wish to impose any unnecessary financial burden or fundraising on the families who attend.

We are intending to streamline the budget and ensure that adequate funding is given to any resource that we are not already to access within the surrounding community.

25. 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.**



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

26. 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;**

The Rocket Community School Manager executes all financial management and accounting procedures as overseen by the treasurer of the board and accountable to report regularly to the board. Accounting software would be used in accordance with the requirements of our accountant. Accounts will be completed monthly. Financial reports would be tabled at each board meeting to ensure that accountability and governance preside.

Budgets would be set November/December the year prior at the board meeting and any purchasing requirements >\$500 would need to be approved by the board; < \$500 needs to be approved by the Professional Leader.

1. proper accounting procedures will be upheld with double signatories on every cheque. All management of accounts will be overseen by suitably qualified personal. There will be no disbursements without a signature.
2. The school manager will seek input from a qualified professional
3. Accounts will be submitted to the board each term for their consideration and approval.
4. Accounts will be audited annually.

b) provisions for conducting annual audits of the financial operations of the school; and

s 9(2)(a) OIA

Finance for the annual auditing of accounts has been budgeted. Our auditor is [REDACTED] of West Harbour. This would be carried out yearly facilitated by our accountant.

s 9(2)(a) OIA

c) types and levels of insurance that you propose to operate the school.

All required insurance has been quoted by Vero. We would hold all required and recommended insurance to ensure that the operation of the school is not compromised in any way and all possible risks are mitigated.

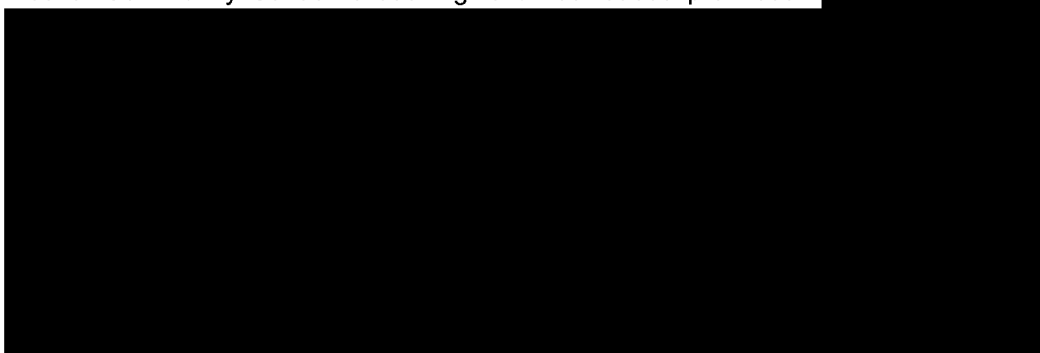
Professional indemnity	[REDACTED]	
Professional Leader's professional indemnity	[REDACTED]	
Public Liability	[REDACTED]	s 9(2)(b)(ii) OIA
Contents	[REDACTED]	
Vehicle	[REDACTED]	
Building insurance	[REDACTED]	

As per the advise and of our Vero agent.

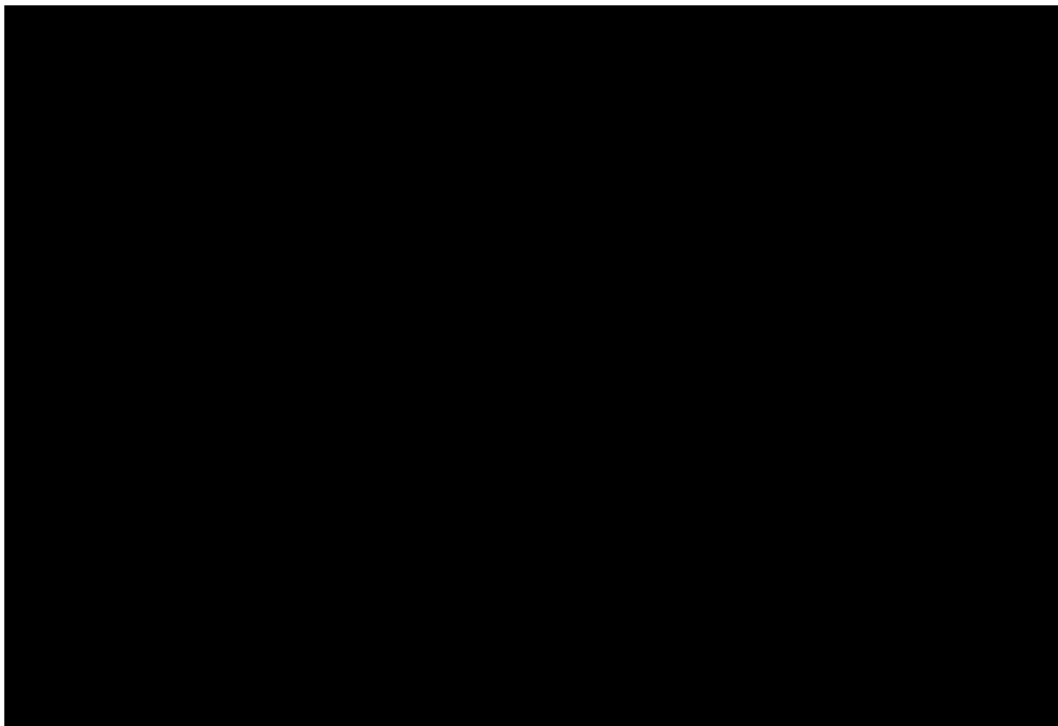
27. Outline your proposed facilities, including:

- a) the type of property arrangement and the terms of the tenancy N/A
- b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or N/A
- 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;

Rocket Community School is seeking to utilise leased premises. [REDACTED]



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



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

There is good supply in Silverdale with a wide range of prices; making it feasible to secure a suitable lease in a short time frame should we be successful in obtaining a PSKH contract.

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

d) your financing plans for acquisition and renovation of a facility;

We have allowed a total of [REDACTED] in the setup period for building renovation and we are confident that community organisations would be willing to get behind us in the form of donations of labour, services and expertise. This is additional to the budget of [REDACTED] a year for the lease.

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

e) and 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.

Above we have outlined the expenses for ongoing expansion and development. We have budgeted an extra [REDACTED] a year accumulating to cover additional costs. The initial lease will be for the full site. Any saving on the budgeted amount for lease will be accumulated for property development over the contracted period. We would need to choose the lease wisely in order not to exceed our budget limitations

s 9(2)(a) OIA

28. 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 School Manager will be responsible for asset management and the maintenance of our proposed facility, responsible for records and ensuring relevant inspections are undertaken as required and that all building and grounds are safe.

The goals are to ensure:

A safe working and learning environment

Compliance to legislation concerning health and safety

- Ensure appropriate long-term maintenance (6 year cycle) of property and equipment
- Prepare annual statement to the board
- Review the budget annually and ensure that finance is available as required.

8 OPERATIONS PLAN

29. Explain how the school will:

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

Through existing children in preschool reaching school age, via word of mouth (in the first week I informed our parents of my intention I took four phone enquiries there has continued to be subsequent interest). The parents comments were "keep in touch I know it will be great, every thing you touch turns to gold." "I can't wait to see a school with the same family feel as here (preschool)." "I would definitely be interested and my friend with her three special need children would be interested too. I have already called her."

Through relationship and subsequent referral from other community agencies

We will implement a strategic local and community orientated publicity campaign. We are a local community with a newspaper that is well read in all of Rodney inclusive of Whangaparaoa, Orewa, Kaukapakapa and Helensville.

Word of mouth worked well for our preschool and I am confident it will be effective again.

If we have gauged our community right, and the need for a school established in loving friendship, family relationship that provides intuitively for Maori, Pasifika, learners with special needs and from low socio economic households then we should be confident in reaching our targeted opening roll of 50+

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

Rocket Community School will be positioned as a 'community school' i.e an integral part of the community.

We will publicise our school through a local and community orientated approach. Personal Relationship is the key tool we will utilise. We anticipate two stages.

Development Stage	Launch Phase
<p>Initiate contact and discuss our school with all local community agencies in Orewa, Whangaparaoa, Silverdale, Helensville, and Kaukapakapa. This will include schools. We will provide brochures for each community agency to redistribute to recommended potential families.</p> <p>Social media, photos, progress reports, look a likes i.e. illustrate what it will look like and how it will function.</p> <p>Initial meetings with potential partners</p> <p>Community barbeques outside The</p>	<p>Billboards</p> <p>Word of mouth</p> <p>Community Meetings</p> <p>Local newspaper</p>

Warehouse, Bunnings. Community meetings Local Santa Parade Website	
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c) target parents/family/whānau who may not be engaged in their child's learning;

This will be achieved through referrals from the many community agencies that are currently involved and providing aid to these families including **churches, food banks, Child Youth and Family, Work and Income, Hibiscus Coast Family Services, Unique Families, CYC Trust, Salt Trust, Mainly Music, Playgroups, Schools and Police**. We are hopeful that existing schools will not only be open to our establishment, but will also be willing to advise families of disengaged students to contact us.

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

Our initial meeting with CYC Trust was very positive. The Director Allan Robertson is well established and engaged within the community. He identified, and offered many contacts and avenues for establishing relationship within the community (see the list above). Credibility will come with the process of application and this in turn will endorse our initiative making it easier for us to develop relationship. Networking and working together is imperative

We will continue to tell our story.

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

Only a preschool and I expect that our families will be pleased to see us extend our operations and to enrol all the children on our waiting list. Our relationships are strong and meaningful. The families love what we do and are so engaged that moving our premise should be a mere formality.

We have already advised our families of our intention to open a school, with no negative feedback, only praise.

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

Our enrolment policy is appended (Appendix 8)

As soon as a contract is signed we will open enrolments and begin to implement our publicity plan. We will utilise the existing preschool office until a property is decided.

31. 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.

All policies and procedures will be accordance with the terms of the Education Amendment bill and other Ministry guidelines.

Suspension and expulsion should be a timely and last resort and only occur when there is danger to the students or staff.

The Professional Leader is to oversee all and any behavioural concerns prior to the need or escalation of suspension or expulsion. If necessary a student will become the student of the Professional Leader for the purposes of mitigating risk and threat to other students.

Rocket Community School will at all times, even before escalation, be communicating honestly and transparently with parents and seek prevention and management of behaviours where possible. We will work constructively with community agencies to ensure the best possible outcomes for students.

Our guidelines include:

- taking all reasonable steps to guide a students behaviour before resorting to suspension
- document all behaviour and patterns including action taken
- all decisions will uphold the best interests of the student
- the professional leader will only suspend a student in consultation with two or more board members
- indefinite suspension is a matter for the board
- clear procedures will meet legal requirements, specify records to be made and storage of these and indicate those to be notified.
- We will act in accordance with Ministry of Education guidelines and requirements
- Families will be notified in the first instance with full understanding and discussion

32. 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.

School Manager	Job Description appended, (Appendix 9)
Professional Leader	Kerryn Bailey CV appended, (Appendix 10)
Person Responsible Teaching and Learning	Job Description appended, (Appendix 11)

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

Refer to recruitment policy, appended (Appendix 4)

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

We would appoint only the most suitable applicants who hold a suitable qualification and with experience. It is our intention to staff at a 1:15 ratio with qualified and registered teachers.

Our **mandate** for staff is:

To embrace all children and their families, to be committed to patience, forgiveness and loving kindness; to be respectful, modest, confident, calm, happy and pleasant. They will always seek the best for others. In word and action and are passionately committed to the well being of each child and their family. Rocket Community School staff will exist to sacrificially serve the children and families who attend, esteeming

them and holding them in high regard. The staff are to establish and foster kindly affection and brotherly love, to honour one another and give preference to each other.

Staff will need to be able to embrace the mission and vision of the school. To be able to exercise a guidance approach to behaviour and have a sound working knowledge of the New Zealand Curriculum and National Standard requirements. Ability to embrace and relate to High Priority learners is a must.

35. 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.

Rocket Community School expects reputation, choice of publication to advertise and the opportunity to serve your local community to attract the desired quality of staff.

Rocket Community School Board abdicate employment of staff to the Professional Leader who will convene an appointments committee. All viable staff options will undergo:

1. Careful and thorough vetting which may include for example psychological profile testing.
2. Undergo independent background checks including multiple references
3. Have genuine empathy toward high priority learners
4. Be suitably qualified to teach children
5. Demonstrate maturity
6. Able to commit to our mandate (refer Q. 34)

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

Rocket Community School's key policies regarding staff are;

1. Salaries – minimum is to be industry standard for same level of experience, qualifications and responsibility
2. Contracts – minimum will be an Individual Employment Agreements pursuant to The Employment Relations Act 2000
3. Hiring and Dismissal – As per our Recruitment Policy and thereafter as per the Individual Employment Agreement pursuant to The Employment Relations Act 2000
4. Evaluation of staff – Responsive, transformational and as a minimum the yearly appraisal, with regular review
5. Benefit Plans – None
6. Other Matters – Rocket Community School will abide by all the applicable laws required for employment

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

Rocket Community School will apply a relational, responsive approach to teacher assessment and appraisal. A minimum standard of a yearly appraisal will be upheld, supported by ongoing reflection, professional development (budgeted) that is timely and critical to the assessed needs of the students and school.

Reflective practitioners will have transformational leadership that breeds an environment in which success is celebrated. Regular feedback and formative assessment will be familiar. Staff will be encouraged to be exemplary.

The Professional Leader will ensure that a transformational culture is maintained. Teacher assessment and appraisal is the responsibility of the Professional Leader and the Person Responsible for Teaching and Learning.

38. 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.**

If Rocket Community School was to use regular volunteers and/or contractors outside of parent help (supervised by a teacher), they would be carefully vetted with an independent background check including multiple references.

They would need to fulfil the requirements of staff in their manner, attitude and approach towards children as per the mandate Q. 34

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

The school proposes to meet and maintain the required health and safety standards. This is achieved through consultation with a health and safety officer and reinforced through policy. It is the responsibility of the School Manager to ensure that all required health and safety standards are met and maintained. The governing board will oversee this.

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 Successful formation of Rocket Community School Trust	Assumption	Sponsor	Should be easily attainable
2 That Rocket Community School Trust can obtain a suitable premise in Silverdale	Assumption	Premise	Current development and market say there are a range of options available and there are many properties to choose from.

11 Applicant Declaration

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

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant has prepared this application independently to operate a Partnership Kura.	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:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client to use such information in the evaluation of the Applicant's Application.	Agree
Objectives and Requirements:	The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA. The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.	Agree
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

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</p> <p>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</p>	Agree

	<p>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 information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	
<p>DECLARATION</p> <p>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.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p>		
Signature:		
Full name:		
Title / position:		
Date:		

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) Wednesday 12th March 2014		
	Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	
	One paper copy of the Excel spreadsheet containing your commercial information/financial details	
	One CD Rom or memory stick containing an electronic copy of all of the sections of your application	

Rocket Preschool

Trading Partner of
Rocket Mechanics Developments Ltd
09 4264131
021 070 3977

ANNUAL REPORT YEAR 2013

Vision:

“Loving Friendship, Family Relationship”
- Everyone belongs

Accomplishments

The year 2013 has been the most exciting and fulfilling year. Our roll was full by March, only four months since opening. We had no need to advertise as word of mouth very quickly drew in those families that valued an education established in loving friendship, family relationship, where everyone belongs. We now have a waiting list with a reputation to enrol your child well before they turn two.

In the year 2013 we celebrated our first birthday, and said goodbye to our first nine graduates, and one child who moved away from the area.

We have established a programme of child initiated project and research based learning established in the emerging interests of each and every child. This has meant a year of focussed and insatiable hunger for knowledge and exploration as the children realise the depth and breadth of their interests.

The teachers have established loving friendships and family relationships which is evident in the positive results and growth of the children and the engagement of children and their families.

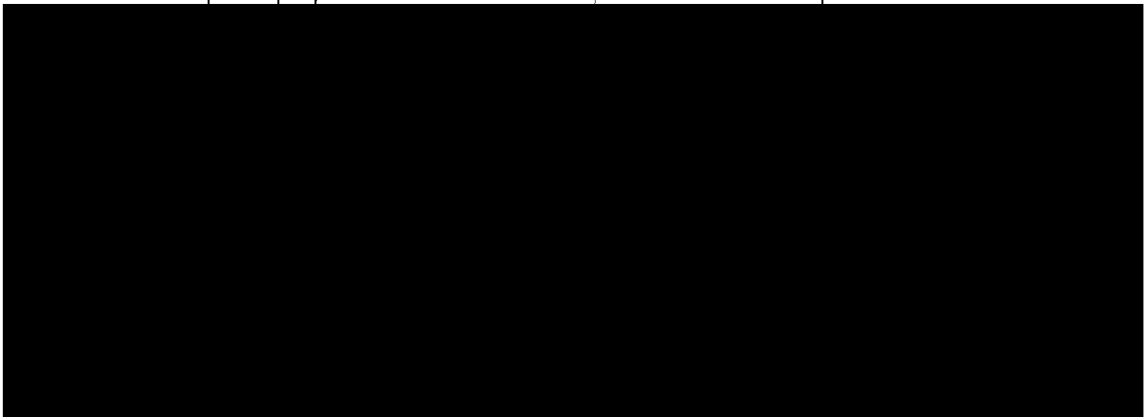
"Just had to tell you ladies that you do a fabulous job which ___ loves!! He loves coming to Preschool and you are teaching him some great things, he really is a different little boy thanks to all of you. Best move I have ever made is joining Rocket Preschool!!" - C

"You're fab" - N

"You rock" "your energy, enthusiasm and continuous fun" - M

"Thank you for letting us into your family" - A

s 9(2)(a) OIA



I am so over the moon with the quality of your centre. All staff fully engage with the children and treat them with dignity and respect. I love the exploration focus you have within the preschool. The family values of caring for each other, being warm and welcoming and communication. You keep up the fantastic job you are doing. I love to see the emerging interests of the children being fostered and developed. - A

"Thank you firstly for starting Rocket Preschool. We are very lucky to be part of a very special place. Your drive, love and passion and all the attention to detail make Rocket amazing." - S

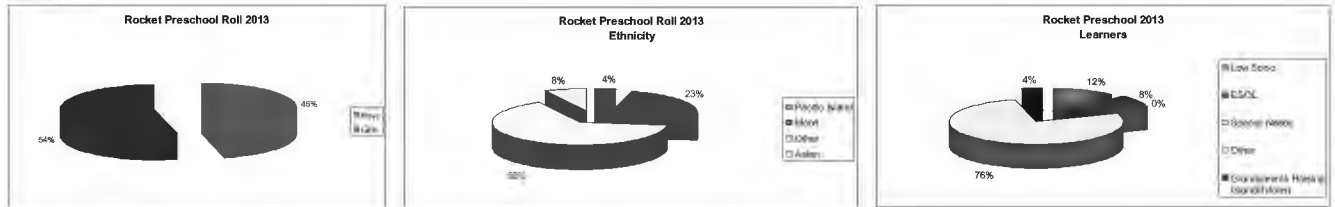
"Nurturing environment and fun activities" - A

"You're a love", "the friendly welcome you get every morning and afternoon from the wonderful teachers. The fun environment provided for the kids and the variety of activities. It is such an awesome environment" - T

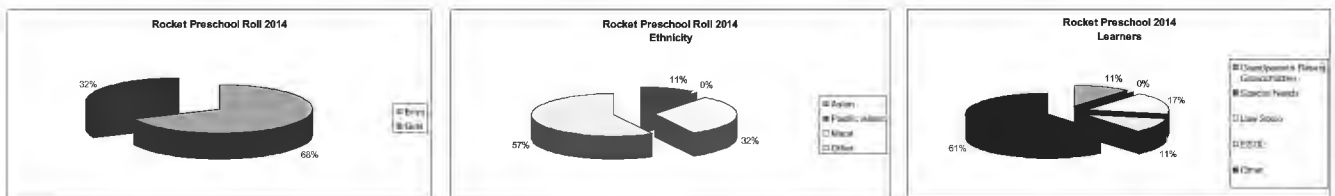
"Thank you for all the love and encouragement you have given ___ this year. We feel so blessed to have ___ attending at Rocket Preschool. You have created such a nurturing and supportive environment that is filled with authentic learning experiences in which the children thrive. ___ loves her days at preschool." - J

Great play and activities - O

Roll



In 2013 we saw the preschool established with more girls than boys, but this trend soon changed over the year as the girls left for school and our new enrolments were mostly boys. We have a significant portion of Maori children, increasing to one third in 2014 and an increase in children being raised by their grandparents.



Finances

As of the last financial year March 2013, of the funding from the Ministry of Education

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

The Ministry of Education (MOE) funding audit of Rocket Preschool resulted in the following report;

“A Ministry of Education audit of your Early Childhood Funding Claim Form (RS7), for the period June to September 2013, was recently completed. This audit showed that the RS7 was correctly stated. I am pleased to report that the attendance and enrolment records are very well maintained and are a credit to you and the staff at the service.”

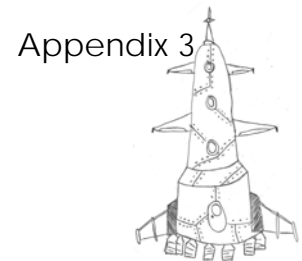
We were asked to amend the time records for staff to show actual time taken for lunch (our records showed that a third teacher was present for the duration of one hour in which the 30 minute lunch break took place). We were also asked to only apply discretionary hours for unplanned rather than planned absences (we had applied when our short term reliever unexpectedly took a job at Red Beach). These have been rectified as per the Early Childhood Education Funding Handbook; Chapter 3-B-2

New Developments

We are looking to establish a school in 2015 in response to the multiple requests we receive for a school option grounded in 'loving friendship, family relationship. We are excited about the possibilities and see ourselves as social entrepreneurs who:

“aim for value in the form of large-scale, transformational benefit that accrues either to a significant segment of society or to society at large”. (Martin & Osberg cited in Yong, Z. 2012). We possess the DNA of hard work, courage, initiative, risk taking, collaboration and opportunity recognition.

WATCH THIS SPACE!!!!



Rocket Community School
Management Policy
Drugs, Alcohol & Tobacco

Policy:

Drug, alcohol and tobacco use is a concern in our community. Students with drug, alcohol or tobacco related problems of their own or in their families should be able to access professional assistance through the school. Students, staff and community should be made aware that sanctions are likely to follow should these rules be breached.

Background:

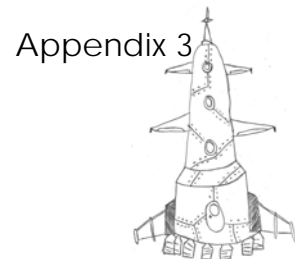
The definition of drugs will be that as described in the "Misuse of Drugs Act 1975" and its amendments, which defines controlled drugs.

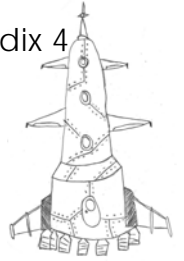
Guidelines:

- The consumption or possession of drugs, alcohol or tobacco by students is prohibited at Rocket Community School. This also applies to school trips, activities and events.
- Drug, alcohol and tobacco programmes will be taught at the year 7 & 8 levels.
- Any student who consumes, is affected by, or is in possession of drugs, alcohol or tobacco at school or on any school activity will be subject to the disciplinary actions. It is expected that parents / caregivers should be informed of any breaches of the school rules.
- Staff and others responsible for or accompanying students on any school trip, activity or event will not possess or consume alcohol or drugs
- Guidelines for use of alcohol at non-student functions on school property will be determined on a case by case basis by the Principal.
- If there are reasonable grounds for suspecting someone is in possession of illegal drugs in the school grounds, the Professional Leader may at their discretion contact the Police.
- Student sensitive but legally sound processes will be employed for "search and seizure" when there are grounds to believe that drugs or alcohol are on school premises.
- A student will receive the necessary support and intervention in the first instance and all escalation of incidence will be addressed at board level.

Rocket Community School
Management Policy

Kerryn Bailey
Professional Leader





Staff Appointments

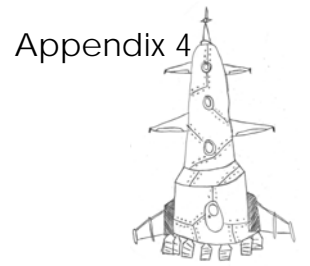
Policy: Appointments to Rocket Community School will always aim to secure the most suitable person for the position.

Guidelines :

1. The Professional Leader is responsible for the appointment of all staff, not including the school manager and person responsible for teaching and learning for whom the board is responsible.
2. Before appointment Staff will undergo:
 1. Careful and thorough vetting which may include for example psychological profile testing.
 2. Undergo independent background checks including multiple references
 3. Have genuine empathy toward high priority learners
 4. Be suitably qualified to teach children
 5. Demonstrate maturity
 6. Able to commit to our mandate for staff
3. All material and information relating to applicants shall be confidential to the Principal at all times.

Rocket Community School
Management Policy

Kerryn Bailey
Professional Leader



Implementation plan A

Months	Building	Resources	Staffing	Enrolment	Administration	Community
August/ September	<p>Locate and lease suitable premise</p> <p>Apply for ECE Amended License (EC/8-08)</p> <p>Create plans for alterations</p> <p>Seek community partnerships, sponsorship, donations</p>	<p>Create list of required resources</p> <p>Start sourcing furniture, quotes, suppliers</p>	<p>Advertise positions.</p> <p>School Manager immediate start</p>	<p>Publish brochures, information and enrolment packs</p> <p>Create Enrolment forms, documentation</p> <p>Enrolments open</p>	<p>Quote insurances</p> <p>Finalise all policies</p> <p>Hold board meeting to review implantation plan A and B, finalise policies, to ensure that we have a sound plan for achieving and exceeding our contract</p>	<p>Advise community agency with whom we have had contact</p> <p>Complete initiation of personal meetings with community agencies</p> <p>Publish brochures for distribution to agency contacts, families being serviced</p> <p>Start publicising as per development stage plan</p> <p>- social media; photos, artist impressions, story, cast the mission and vision for the community</p>
October	<p>Building renovation in progress</p>	<p>↓</p>	<p>Interview and appoint School Manager</p>			<p>Public meetings</p> <p>Website finalised</p> <p>Billboards, newspaper</p>

						articles
November			Teaching applications close, interview and appoint all other staff	Administration of enrolment and responsive publicising and contact with agencies as appropriate to reach targets.		Fundraising BBQ's
December	Relocate Preschool and finalise License checks ready for January opening					Santa Parades Fundraising BBQ's
January	Install furniture for school, finalise the physical environment	Purchase vehicles Purchased resources to arrive School Setup	Orientation and induction of staff.		Finalise roll for February start	Open Day Official Opening of the school Dawn Blessing
February			School Opens			

IMPLEMENTATION PLAN B**OVERVIEW**

Kiwi Leadership for Principals (KLP) outlines five goals for educational leadership:

- improve outcomes for all students, with particular focus on Māori and Pasifika students, students with special needs, and those from low socio-economic backgrounds
- create the conditions for effective teaching and learning
- develop and maintain schools as learning organisations
- make connections and build networks within and beyond their schools
- develop others as leaders.

(retrieved from; <http://www.educationleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Primary-principals-annual-calendar>)

The size, complexity and changing nature of the goals mean that Rocket Community School's Manager (SM), Professional Leader (PL) and Person Responsible Teaching and Learning (PRTL) will need to establish priorities and balance competing demands on their time.

TERM ONE

January	February	March
<p>1. Do a calendar review of strategic timings and related actions. Repeat in April, late June, mid-September and late November. (SM, PL, PRTL)</p> <ul style="list-style-type: none"> • read/comment on/sign all student records according to agreed timetable (SM, PL) <p>2. Take “introduction to the year” sessions with all in-school teams and groups. These sessions ensure all are ready to apply the school annual plan and associated action plans. (SM, PL, PRTL)</p> <p>3. Teams and systems being ready for the year means:</p> <ul style="list-style-type: none"> • school self-review processes are in place for student learning and achievement plans and programmes (PRTL) • staff and student placements are finalized (SM, PL) • professional development programme are considered and aligned with the school's annual 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> • new entrants and their parents / whānau have direct support across all elements of schooling (PL) • continuous teacher learning identified to meet curriculum needs (PRTL) • read/comment on/sign all student records according to agreed timetable (PL) • teacher relationships, observations, planning and curriculum delivery and coverage combine to ensure school programmes are meeting school goals (PRTL) • reconfirm expectations with staff to ensure alignment with achievement goals in annual plan (PL, PRTL) • induction of new staff continues (PL) • adjust to any MoE required changes in regulations, and contract (SM) • job descriptions are set with all staff and appraisal processes are known (PL) • teacher registration checks 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> • targets set for the year are being pursued (SM) • formative assessments and formative reporting ongoing (SM, PRTL) • requirements of the NZ Curriculum being met (PRTL) • read/comment on/sign all student records according to agreed timetable (PL) • active participation in teachers' professional learning sessions (PRTL, PL) • teacher coaching processes well under way (PRTL) • continuous staff interaction about teaching processes occurring (PL, PRTL) • feedback sought from community agencies and others schools to ensure we are best meeting the needs of priority learners in the community. (SM, PL) <p>2. Data and achievement information:</p> <ul style="list-style-type: none"> • across staff sharing of data on student

<p>plan (SM, PRTL)</p> <ul style="list-style-type: none"> • key school dates like camp are confirmed for year (SM, PL, PRTL) • school is cleaned and organised for staff (SM) • resourcing and equipment are finalised for year, e.g. playground markings (SM) • processes and timings for National Standards are confirmed (SM, PRTL) • orientation for new staff is in place (PL) • waiting list for enrolment scheme reviewed and further places made available if appropriate (SM) • school annual calendar published and in detail for Term One. Should include staff meetings, board meetings, parents / whānau meetings, reporting meetings, and weekly or fortnightly leadership meetings. (SM) <p>4. Other considerations:</p> <ul style="list-style-type: none"> • get up to speed with all school achievement initiatives to identify any leadership actions required, e.g. National Standards, Ka Hikitia, Pasifika Education Plan. (SM, PRTL) • make sure the school's curriculum development processes and stages are clear (PRTL) • be familiar with all file arrangement, and protocols, (SM) • set up folders for strategies and actions (PL, PRTL) • check access to all internet systems (SM) <p>5. Effective communication about school progress:</p> <ul style="list-style-type: none"> • annual report sent to MoE (31st January) in 	<ul style="list-style-type: none"> • maximise use of available resources. (SM) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> • publish first school newsletter as soon as possible (PL, SM) • annual plan shared with: <ul style="list-style-type: none"> - board - staff - students - community in appropriate forums. (PL, PRTL) <p>3. Systems effectiveness:</p> <ul style="list-style-type: none"> • review aspects of new school year organisation and make changes as necessary (SM) • Finalise budget taking into account any roll change (SM) • teacher aide hours and responsibilities are agreed and noted (PL, SM) • police vetting every two years (carried out by support staff) (SM) • any demands on the school budget are going to be within budget limits (SM) • the school has identified and targeted possible sponsorship (SM) • accounts, wages, PAYE, GST are filed on time (SM) • establish 6 year cyclic maintenance (SM) • monthly building (CoF) checks, hazard identification and ensure documentation is in place. (SM) 	<p>achievement, issues and special needs. (SM, PRTL)</p> <ul style="list-style-type: none"> • shared analysis of data (SM, PRTL) • report to board on achievement. (SM) <p>3. Effective communication about school progress:</p> <ul style="list-style-type: none"> • spend time relating to all staff and ensuring mission and vision outcomes are being attained (PL) • ensure sincere and genuine relationships with whānau (PL) • involve parents and whānau in achievement and curriculum matters through interactions with teachers (PL, PRTL) • review leadership strategies ensure transformational characteristics (SM, PL, PRTL) • inform community about further curriculum, school sport and events (SM, PL) <p>4. Systems effectiveness:</p> <ul style="list-style-type: none"> • attend to self-review (PRTL, PL) • annual report is in place (PL) • last year's financial records are ready for accountant and then to the auditor (SM) <p>Check essential school records:</p> <ul style="list-style-type: none"> • electronic attendance registers (SM) • monitoring books such as accident and near-miss register. (SM) <p>Quarterly check – monitor finances. (SM, Accountant)</p>
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respect of the previous year and copy circulated to the community		
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TERM TWO

April	May	June
<p>1. Working with staff:</p> <ul style="list-style-type: none"> teachers planning for children's programmes meet school expectations in reflecting the changing nature of the school curriculum (PRTL) induction of new staff continues (PL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> all staff are aware of term goals and key dates. (PL) quarterly report submitted to the Minister by 30th April in relation to previous three months. <p>3. Systems effectiveness: Essential school systems are operating well e.g. attendance records etc. (SM)</p> <p>4. Data and achievement information: On the first wet cold winter day explore the school to identify issues for users (students and staff). Gather and process feedback on any issues. (SM)</p>	<p>1. Working with staff:</p> <ul style="list-style-type: none"> stay relationally connected to staff and whānau. (SM, PL) ensure that staff appraisal processes are implemented (observations, interviews). (PL, PRTL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> meet with community agencies to give them feedback on their role in school goals, links to community and to seek suggestions (PL) <p>3. Systems effectiveness:</p> <ul style="list-style-type: none"> ensure self-review of student learning and achievement plans and programmes is on track (SM, PRTL) review cycle of school policies is on track (SM) assess the quality of relationship with the community (SM, PRTL) <p>4. Data and achievement information:</p> <ul style="list-style-type: none"> use daily attendance records to provide insights to achievement patterns (SM) National Standards literacy and numeracy data used for individualised approaches to learning issues (PRTL) All mid-year achievement data is added to students' records and analysed then used in further learning strategies. (PRTL) 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> staff appraisal processes are progressing (teaching observations, interviews) (PL, PRTL) review all achievement initiatives. Identify any leadership actions that are required – resource issues, planning, data analysis (SM, PL, PRTL) review with Board relevant aspects of yearly strategic goals and actions. (PL, SM, PRTL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> mid-year reporting is completed and includes clear communication about National Standards. To be reported publically on website and to parents against minimum requirements, objective and performance standards. (SM, PRTL) continue to develop whanau relationships (SM, PL, PRTL) <p>3. Data and achievement information:</p> <ul style="list-style-type: none"> undertake annual community survey on school effectiveness (SM) collect mid-year evaluations of teaching programmes to look at student progress and how barriers to learning are being met. (PRTL, PL) Report to MoE on National Standards (SM, PRTL)

		<p>4. Ako – being a learner</p> <ul style="list-style-type: none"> • continue own appraisal • continue critical inquiry, reporting on it and working with others on outcomes • look beyond your school for the curriculum needs of a changing world (PL, PRTL) <p>5. Systems effectiveness: Collect and check essential school records:</p> <ul style="list-style-type: none"> - monitoring for building safety certification - accident records. (SM) <p>Quarterly check – monitor finances. (SM, Accountant)</p>
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NOTE: National Standards data to Ministry June.

TERM THREE

July	August	September
<p>1. Working with staff:</p> <ul style="list-style-type: none"> • curriculum plans for this term are applied (PRTL) • teaching programmes meet school expectations in terms of delivery (PRTL) • mid-year reporting is used as basis for decisions regarding student learning. (PRTL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> • all staff are aware of the term's goals and key dates (SM, PRTL) • school open day (SM, PL) • quarterly report submitted to the Minister by 31st July in relation to previous three months. <p>3. Systems effectiveness:</p> <ul style="list-style-type: none"> • essential school 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> • ongoing processes are providing data for review, forward planning, sharing and feedback to students and their families (SM, PRTL) • participate in teachers' professional learning activities (PL, PRTL) • encourage staff to establish their own area of critical inquiry relevant to the school's development (PL) • what are the patterns of presence, engagement and achievement telling you? (PL) <p>2. Ako – being a learner</p> <ul style="list-style-type: none"> • Continue to build understanding through reflection and critical inquiry. (SM, PL, PRTL) <p>3. Systems effectiveness:</p>	<p>1. Working with staff:</p> <ul style="list-style-type: none"> • special needs personnel and processes for next year will meet school needs (SM, PL) • interactive coaching and sharing by and with teachers continues to draw out best ways to meet student needs (PL) • teachers explore and share their own areas of critical inquiry. (PRTL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> • review and adjust as required school organisational structures for next year – consult board, staff, students and community. (SM) <p>4. Systems effectiveness:</p> <ul style="list-style-type: none"> • establish staffing needs for next year build towards it (SM, PL)

<p>processes running well like attendance records, their analysis and follow up. (SM)</p> <ul style="list-style-type: none"> identify physical improvement needs (SM, PL) 	<ul style="list-style-type: none"> Ensure self-review of student learning and achievement plans and programmes is on-going (SM, PRTL) collect information from staff about their plans for next year, e.g. leave, resignation (SM) assess required staff against enrolments (SM, PL) 	<ul style="list-style-type: none"> check school health and safety systems running well – hazard identification and minimization (SM) begin budget processes for next year, using this year's expenditure patterns and collation of projected expenditure in all areas. (SM) <p>Quarterly check – monitor finances. (SM, Accountant)</p>
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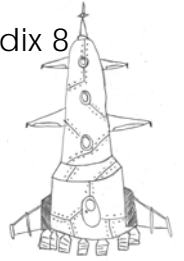
TERM FOUR

October	November	December
<p>1. Working with staff:</p> <ul style="list-style-type: none"> all staff are applying term goals and key dates (PRTL) continue to be available for listening to and meeting needs of Whaanau (SM, PL) curriculum plans for term meet school expectations and are reflecting the changing nature of the school curriculum (PRTL) begin establishing next year's goals, including professional development programme. (SM, PL, PRTL) <p>2. Systems effectiveness:</p> <ul style="list-style-type: none"> ensure self review of learning and achievement progress is on track (PRTL) continue establishing next year's budget. (SM) advertise for and appoint new staff as required. (PL) all Teachers' Council matters are attended to like registration of PRTs, renewals. (PRTL) 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> finish the year well – teamwork, interaction and co-ordinated class programmes (SM, PL, PRTL) complete staff appraisal and setting new goals (PL, PRTL) establish class placements for next year (PL, PRTL, Staff and Students) review and confirmation of responsibilities (PL) <p>2. Ako – being a learner</p> <ul style="list-style-type: none"> complete own appraisal and set goals for next year (SM, PL, PRTL) review your roles and participation (SM, PL, PRTL) <p>3. Systems effectiveness:</p> <ul style="list-style-type: none"> continue to establish next year's goals and budget. (SM, PL) ensure that resourcing for special needs programme is in place (PL) monitor enrolment scheme waiting list and offer places where 	<p>1. Working with staff:</p> <ul style="list-style-type: none"> end of year reports/evaluations of class, syndicate, school-wide programmes against goals set at beginning of year (SM, PRTL) professional learning strategy for next year confirmed (PRTL, PL) start "introduction to the year" sessions with all staff for next year (see January). (PL) <p>2. Effective communication about school progress:</p> <ul style="list-style-type: none"> student reports provide clarity about National Standards (PRTL) celebrate student achievements and provide your leadership comments on it for the community (PL) participate fully in all end of school year staff celebrations (SM, PL, PRTL) Report to MoE on National Standards (SM, PRTL) <p>3. Systems effectiveness:</p> <ul style="list-style-type: none"> ensure annual cycle of

<ul style="list-style-type: none"> • monitor enrolment scheme waiting list and offer places where available (SM) • advertise in newspaper any enrolment spaces (SM) • end of year staffing requirements completed. (PL) • quarterly report submitted to the Minister by 31st July in relation to previous three months. 	<p>available. (SM)</p> <p>4. Data and achievement information:</p> <ul style="list-style-type: none"> • apply analysis of achievement data related to National Standards and all school learning programmes to planning for next year (for present students and next year's intake) (SM, PRTL) • ensure this data for students leaving the school is available for their new schools. (SM) <p>5. Effective communication about school progress:</p> <ul style="list-style-type: none"> • publish/share school's findings from data gathered for annual plan (PL) • review charter and annual plan in terms of above data and confirm targets for next year (PL, PRTL) • organise calendar for next year: <ul style="list-style-type: none"> - set staff meetings - significant events/deadlines - end of year staffing. (SM, PL, PRTL) 	<p>school self-review of learning and achievement is complete (SM)</p> <ul style="list-style-type: none"> • continue to establish next year's goals and budget (SM, PL) • essential school records are complete like Attendance (SM) • teaching resources, classroom equipment, computers, keys tidied and in their rightful places (All Staff) • asset register up to date (SM) • tidy up of this year's files on computer/server, confirm backup system is operating (SM) • monitor enrolment scheme waiting list and offer places where available (SM) • prepare for any changes in MoE requirements (SM) • start of year staffing requirements in place. (SM) <p>Quarterly check – monitor finances. (SM and accountant)</p>
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Adapted from © Educational Leaders, updated November 2013.

NOTE: National Standards data to Ministry June.



Enrolment Policy

Policy: To ensure that enrolment at Rocket Community School is aligned with our contract

Guidelines :

1. To accept any domestic student who wishes to enrol at Rocket Community School provided that
 - they are an eligible age or meets any necessary eligibility criteria to receive education in relations to the Class Levels that the Sponsor is permitted to offer, as specified in the *Gazette Notice*; and
 - accepting the student would not cause Rocket Community School to exceed the Maximum Roll; or
 - the Secretary has directed Rocket Community School to enrol the student in accordance with the Act.
2. In the case of multiple applications for enrolment at one time from students who are eligible to enrol with the Rocket Community School such as to accept all students would exceed the maximum roll, the Rocket Community School will allocate places in accordance with sections 158N and 4(3) of the Act
3. If section 158S(1) gives Rocket Community School grounds not to enrol a student seeking to enrol at the School, the Rocket Community School is not required to enrol that student at the School.
4. Rocket Community School will comply with the requirements and restrictions set out in paragraphs (a), (b) and (c) of this clause 7.2.

Kerryn Bailey
Professional Leader

Job Description

School Manager

Rocket Community School

Name:

Title: School Manager

Responsible to: Professional Leader

Functional relations with: Board, Person Responsible for Teaching and Learning, professional and support staff, students, parents, outside agencies, teachers' professional bodies.

The School Manager's role is to organise and manage the administration, support systems and activities that facilitate the effective running of Rocket Community School.

Tasks will include:

- servicing committees including governing bodies;
- assisting with public relations and marketing activities;
- administering the 'student lifecycle' from registration or admission to graduation or leaving;
- overseeing all property maintenance, cleaning and health and safety requirements;
- providing administrative support to an academic team of educators;
- drafting and interpreting regulations and dealing with queries and complaints procedures;
- coordinating assessment processes and reporting to the Ministry of Education;
- maintaining high levels of quality assurance, including institutional evaluation and course approval procedures;
- using information systems and preparing reports and statistics for internal and external use;
- participating in the development of future information systems;
- contributing to policy and planning;
- managing budgets and ensuring financial systems are followed;
- placing orders for goods and equipment (advised by the board), as required, and processing invoices;
- supervising administration staff;
- liaising with other administrative staff, academic colleagues and students;
- liaising with partner institutions, other institutions, external agencies, government departments and prospective students;
- organising and facilitating a variety of educational or social activities.

Job Description

Person Responsible for Teaching and Learning

Rocket Community School

JOB DESCRIPTION

Name:

Title: Person Responsible for Teaching and Learning

Responsible to: Professional Leader

Functional relations with: Board, School Manager, professional and support staff, students, parents, outside agencies, teachers' professional bodies.

Primary responsibilities

1 Classroom teaching

Key concept

It is the Person Responsible for Teaching and Learning responsibility to teach a class and to provide quality learning opportunities in the school ensuring students learn the content and processes intended for them in the school curriculum.

2 Classroom culture

Key concept

It is the Person Responsible for Teaching and Learning responsibility to ensure a classroom culture where individuals are valued, encouraged, respected and challenged intellectually, culturally, spiritually, physically and socially.

3 Transformational leadership

Be a transformation leadership within the school's education community and be responsible for all teaching and learning across the school.

Key concept

It is the Person Responsible for Teaching and Learning to help establish and maintain a school where learning by all members of the school community is a highly valued activity and where policies and programmes assist the achievement of that goal.

4 Assist with the management and development of the school culture.

Key concept

It is the Person Responsible for Teaching and Learning responsibility to work alongside the Professional Leader to help develop a school culture of loving friendship, family relationship where learning is paramount, and all individuals are encouraged, respected and challenged intellectually, culturally and spiritually, physically and socially.

5 Assist with the development and maintenance of the school communication networks and good relationships within the school and community.

Key concept

It is the Person Responsible for Teaching and Learning responsibility to assist the Principal to ensure that the communication system allows members of the school community to know what is happening in the school and that healthy relationships are allowed to operate.

6 Exercise a leadership role in the school.

Rocket Community School

Key concept

It is the Person Responsible for Teaching and Learning responsibility to represent and act for the Professional leader as the school or community educational leader when required .

7 Personal professional development.

Key concept

It is the Person Responsible for Teaching and Learning responsibility to maintain an understanding of evolving trends in education, keeping abreast of teaching and learning leadership and curriculum development issues and participating in professional development activities.

9 Specific responsibilities

Key concept

It is the Person Responsible for Teaching and Learning responsibility to carry out specific negotiated responsibilities.

Responsibilities

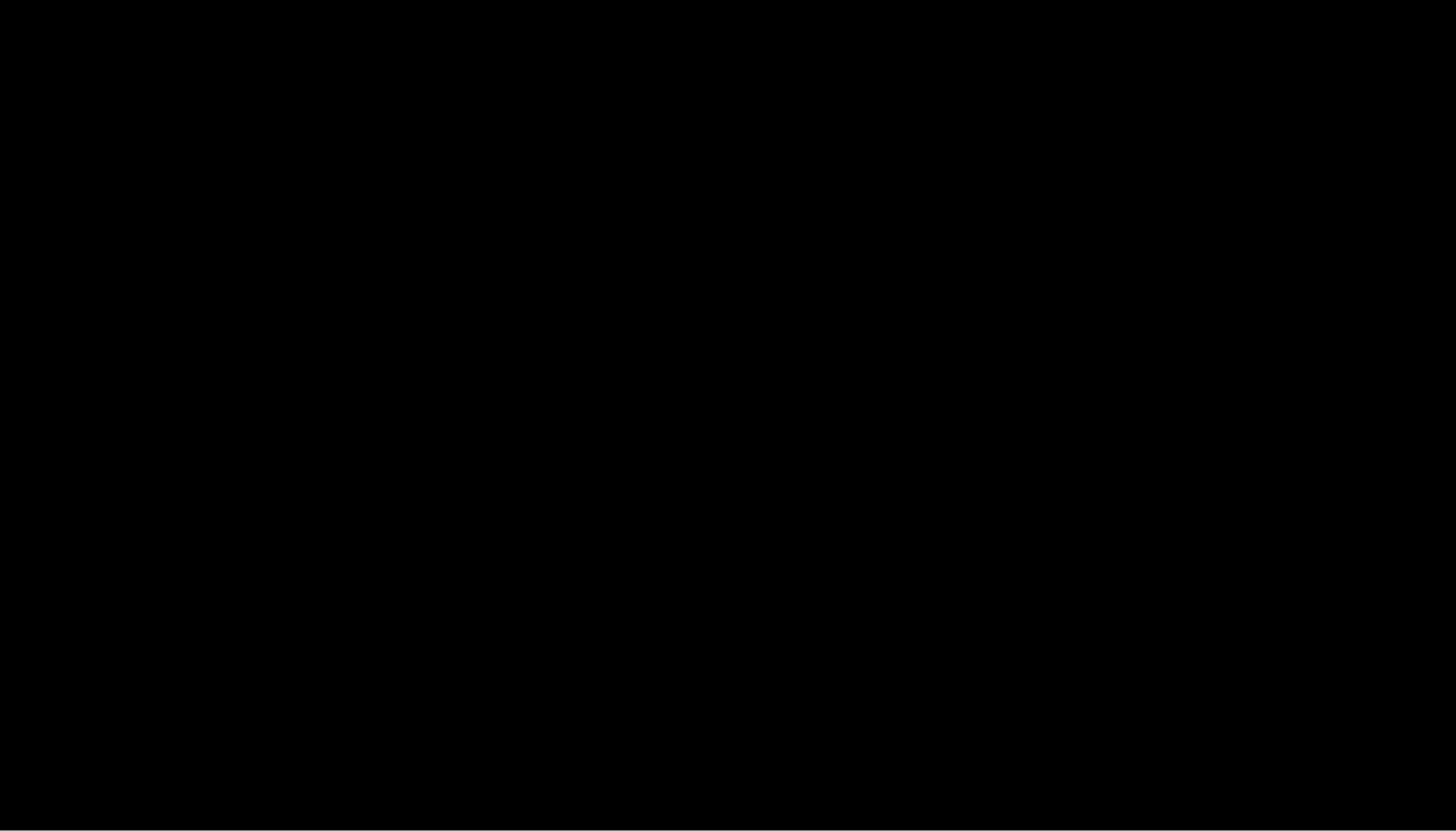
(To be determined by the board in accordance with the requirements of the Ministry for the person responsible for teaching and learning)

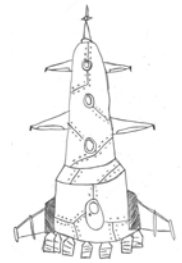
Request for Application to operate a Partnership Kura opening in 2015

Proposed Budget

Applicant Name: Rocket Community School Trust

5 pages withheld under S 9(2)(b)(ii) OIA





BEHAVIOURAL MANAGEMENT

Policy:

It is the right of every child and adult at Rocket Community School to play and work in a safe, non-threatening environment. Negative behaviours that detract from this will be addressed.

Principles:

- Every child has the right to feel safe and to learn.
- Every teacher has the right to teach.
- Teachers will ensure the school rules & values are clearly understood and applied in a consistent manner.
- The school will be proactive in guiding student behaviour premised on empathy
- All negative behaviours will be addressed in such a way that the dignity of the child is respected.

Guidelines:

School procedures will identify proactive and preventative measures in addressing a student's behaviour.

All interventions will be recorded in the school management system and tracked for patterns and frequent offence.

Summary

The goal in addressing behaviours is to see all children working and relating in a positive and considered manner. Identifying individual needs and circumstances is an important element assumed when addressing behavioural issues.

Refer: Procedures

Kerryn Bailey
Professional Leader