

Evaluation

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

D. BUSINESS PLANNING

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

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

How will you access this expertise?

Our existing church accountant, Tony Lane of SBA Palmerston North, has been very helpful and reliable with our financial management and accounting needs to date, including the establishment of our licensed ECE centre. We have no hesitation in extending this relationship to aid in the establishment of our school.

Fundraising is an issue we see from another perspective. We do not solicit funds from whānau or local community. Our concept of fundraising is for the students to raise their own funds through selling the produce they have grown. This brings opportunities for real-life learning including keeping accounts, sales, planning, social competence etc. To date we have found that donations are received as and when they are needed. One member of our team is experienced in accessing grants and scholarships and applies for available funding on a regular basis.

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

We have no partnership arrangements with any business. We operate under the auspices of the Sabbath Rest Advent Church (NZ) and concur with the principles outlined in its constitution. We are a non-profit organisation and our purpose is to serve our community, not to realise monetary profit for ourselves. All funding raised or attracted from government will be used to further develop the school and enhance the quality and scope of existing facilities.

References

1. Claxton, Guy (2002). *Building Learning Power* (p. 3, 81). Great Britain: TLO Limited Bristol.
2. Dweck, Carol (2007). *Which Should You Have? Performance Goals versus Learning Goals*. Retrieved from http://www.leadershipnow.com/leadingblog/2007/12/which_should_you_have_performance_goals.html
3. Lucas, Bill & Claxton, Guy (2010). *New Kinds of Smart* (p. 19, 65, 66). Great Britain: Open University Press.
4. ERO (August 2012). Retrieved from <http://nzcurriculum.tki.org.nz/Priority-learners>

Evaluation

Reviewers will be looking for evidence that:

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

Attachment 1

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

Governance Board:

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Leadership management:

The four members of the leadership team work together collaboratively. They share the responsibilities for the day-to-day running of the school, meeting informally throughout the day and providing feedback for each other.

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Attachment 2

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

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

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

We will be a small school with a junior and senior hub. Most staff members will have more than one role. Support and operational staff also hold teaching positions. The various roles will be shared among the staffing body. Please see attached Excel chart, displaying each individual in several areas, as one colour.

School Leadership

Our leadership team operates collaboratively, we don't have an individual principal

Associate Principal - junior school (should have primary teaching qualification)

Associate Principal - senior school (should have secondary teaching qualification)

Teaching Positions

Many of the following positions will be part-time at establishment of the school in 2014. We currently have relationships with quality teachers skilled in the following areas who are prepared to fill these positions on a part-time basis in 2014. As the school roll grows, some of these positions will become full-time, while other positions will remain part-time (e.g. baking LAT). We are more interested in attitude and experience than formal qualifications, as we see that the ability to build a strong rapport with students in order to inspire and motivate them to love learning is crucial. We seek a minimum of two trained teachers who will have lead roles - one in the junior and one in the senior school.

English lead - junior school

English lead - senior school

Maths & e-learning lead - junior school

Maths & e-learning lead - senior school

Science and health lead - junior & senior school

Arts and physical education lead - junior & senior school

Outdoor education lead

Carpentry LAT

Baking LAT

Agriculture LAT

Apiculture (Beekeeping) LAT

Support Staff

Administrator
Bookkeeper

Operational Staff

Our operational staff need to be of the same mind in terms of a sustainability approach and inspiring a love of learning. They will also interact with students, as all personnel involved in the running the school operate as a team. We see learning opportunities in solving problems such as rubbish disposal, making compost, meal preparation, cleaning and property maintenance.

Lunch preparation leader
Property care leader
Cleaning leader

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