

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

GNIS will appear as a friendly, warm and inviting place to the learner. It will be a home away from home where the learners will have liberty to learn at their own pace and style. Generous learning spaces with flexible settings will make every day interesting and different. Traditional chalk-talk learning will be minimised and replaced with guided enquiry. Dance, drama, art, music will be part of everyday learning. Learners will love to come to school.

Evaluation

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

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

3. Community and External Engagement

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

The Supreme Sikh Society has been interacting with wider Indian community and the local community for some time now. In November, after finding a very positive and encouraging response from people, the Society bought the land with the aim of starting GNIS. The announcement was made through various news media. (Refer link below). The parents of students coming to the Gurugwara's weekend school have also welcomed the announcement. Some of them have given financial support in form of donations and pledges to pay for the school land.

http://www.indiannewslink.co.nz/index.php/archives2012/nov15_2012/new-indian-school-coming-up-in-auckland.html

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

In the coming months, the society will invite community leaders, educationists, parents, and other interested persons to seminars where the school's philosophy and plans will be shaped with the help of consultations. These will be documented and will form a part of evolving the school policies. To ensure student enrolments and parental support, the whole project will be co-constructed with them. Society has already secured services of educationists who will be actively leading the project team and interact with community at all levels.

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

As mentioned earlier, each term will have provision for parents interacting with the teachers about the progress of their child. Apart from this, GNIS will have representation of parents in the managing of school. Each year, at least two events will be organised wherein parent community will be invited as a body to the school for cultural, sports and other co-curricular activities. On such occasions, there will be specific time slot for parents to express their opinions. GNIS will also use the modern social networking to interact and communicate effectively with parents and other stakeholders.

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

This proposed project has gained acceptance and support from several organisations of Indian community, including Indian Newslink, Indian Weekender, Radio Tarana, Radio Spice, Kuk Punjabi – Hindi, NZ Tasveer from media; sports clubs and associations which are excited at a school providing education along with their language and culture.

GNIS promoters will, in the coming days, interact and enter into partnership with organisations like International Swaminarayan Seva Organisation, Bhartiya Charitable Trust, and similar groups who are working actively in the community.

Amongst those who are offering support and have pledged financial support are prominent financial consultants and business leaders not only from Auckland but also Tauranga and Hamilton.

Evaluation

Reviewers will be looking for:

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

OPERATIONS PLAN

1. Leadership and Governance

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

Evaluation

Reviewers will be looking for evidence of:

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

2. Staffing

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

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

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

Evaluation

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

3. Proposed Enrolment

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

Year Level	Student Numbers					
	2014	2015	2016	2017	2018	At Capacity
1	40	60	80	100	120	120
2	40	60	80	100	120	120
3	40	40	60	80	100	120
4	40	40	40	80	80	120
5		40	40	40	80	120
6			60	40	40	120
7				60	40	120
8					60	120

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

The school is proposed to be started with Primary years 1 – 4 and have two classes for each year. This will give enough numbers to have meaningful group activities but will also be small enough for providing individual attention to each student. The school policy will be to have average class size not more than 20.

The reasons for not starting the school from Year 1 – 8 straight away are –

1. Size of school building will have to be much larger right at the beginning, which will require a huge financial outlay
2. Creation of school culture takes a few years, having adolescent students coming from various schools will hamper the creation of unique culture, which is a goal of GNIS.
3. If students come in higher years (6 – 8) in 2014, they will have a very short educational experience at GNIS. In 2020, it is planned to provide Secondary education at GNIS, hence it will be appropriate that school grows with the students.

The growth estimates are based on the plan to increase the building and other facilities. Another rationale for the slow growth in the higher levels (Year 5 – 8) in contrast to the initial Years 1 – 4; is the need to create and maintain the GNIS culture and not diluting it by enrolling a whole new class in those years.

Evaluation

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

4. Proposed Facilities

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

The school will start with 10 class rooms, library, playgrounds, sick-bay, facilities for staff and students, a tuck shop, offices for teaching and administrative staff and activity areas. Some of these can be used initially from the campus adjacent to the land earmarked for school. The campus currently has playgrounds, library, a hall large enough for events and ample parking.

Once full enrolment is reached, the school building is proposed to be of two levels and have around 60 rooms and science, technology, music, arts, dance, drama spaces. The administrative block will have space for the management team, accountant and cashier, facilities manager, attendance office, board room and reception.

Describe how you intend securing these facilities.

The land for GNIS has already been purchased next to the Sikh Temple at Takinini which is under the management of the sponsor society. Building plans are under preparation, and consent application is being prepared for submission. Once the contract is signed (around June 2013), construction will begin. At present, the Temple is able to provide many of the facilities listed above. The society has

been successful in the past to realise many large projects with the support of community and funding organisations, as is clear from the net assets owned by the society totalling more than NZ\$ 9 million. It is envisaged that the funds being generated from the activities and provided by funding organisations will see the project to its culmination.

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?

Society has been in existence for nearly 3 decades and the current members of the society are a group of educationists, business persons, professionals both active and retired. They manage the society's affairs efficiently, diligently and selflessly. In the proposed school board, too, there are experts from financial markets who specialise in fund raising and managing.

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

There are many discussions afoot; however, the formal agreements will be in place once there is some clarity around the commencement of operations. The leaders of large and active community organisations in the Indian community, with whom the project has been discussed, have whole heartedly spoken in favour of joining it. Details of the progress made in this direction will be sent soon, separately.

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.

Proposed Governing Board of Guru Nanakdev Indian School

Name	Role	Qualifications	Occupation	Qualities & Competencies
1.	Chairperson	Post graduate	Retired Principal	20 years' experience as principal and teacher.
2.	Principal – Ex officio Secretary to the board	Post Graduate in Education, Management and Commerce	Educator	More than two decades of experience as team leader, school management, staff recruitment and training, interacting with wider community and parents, designing innovative learning programs. Worked with IB, CIE, NCEA and Indian systems of education.
3.	Board member	Post Graduate	S 9(2)(a) OIA	International journalist, community activities.
4.	Board member	Community leader	Social worker	Managing a large Charitable organisation - S 9(2)(a) OIA
5.	Board member	Medical Professional	Dentist	Young professional with innovative ideas
6.	Board member	Post Graduate	Printing Business	Community leader, business acumen
7.	Board member	Graduate		S 9(2)(a) OIA
8.	Board member	Medical Professional	Health Care	

9.	Board member	Community leader	Business	
10.	Board member	Post Graduate	Teacher	School education experience
11.	Board member	Post Graduate	Professor at Massey University	Educational research, developments at Tertiary level
12.	Board member	Management Professional	Manager Air New Zealand	Organisational skills, Fund management

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Indicative staffing chart for Guru Nanakdev Indian School

	2014	2015	2016	2017	2018	At Capacity
Teaching staff	9 Teachers including 1 Coordinator	13 Teachers including 2 Coordinators & House deans	20 Teachers including 3 Coordinators & House deans	28 Teachers including 4 Coordinators & House deans	36 Teachers including 5 Coordinators & House deans	53 Teachers including 8 level Coordinators, 3 House deans
Support staff	4 for Office, Property, Medical and Library	4 for Office, Property, Medical and Library	7 for Office, Reception Accounting, Property, ICT Medical and Library	9 for Office, Reception Accounting, Property, ICT, Medical and Library, Attendance	12 for Office, Reception Accounting, Cash, Property, ICT, Medical and Library, Attendance	18 for Office, Reception Accounting, Cash, Property, ICT, Medical and Library, Attendance
Management team	2 – Principal, Deputy Principal	2 – Principal, Deputy Principal	3 – Principal, and Deputy Principals	3 Principal, and Deputy Principals	4 Principal, and Deputy Principals, Assistant Principal	4 Principal, and Deputy Principals, Assistant Principal

- All positions will be filled by currently accepted eligibility criteria.
- Teachers need to be registered with Teachers Council.
- Police Vetting and reference checking will be obligatory for any appointment.