

5 BUSINESS PLAN

5.1 Objectives

As per RFA

5.2 Questions

In this business plan our objective is to demonstrate that we have the capacity and capability to deliver a viable, sustainable operation that will meet the educational objectives of our school.

Our confidence in our ability to meet our commitment is based on our successful history of delivery of a wide range of services to the community.

In terms of Te Kahao Health alone, we run a substantial budget and have more than 8,000 people enrolled. An independent external auditor audits our accounts annually and we are proud of our record of fiscal responsibility paired with success in delivering services to the community.

Our school will be a success because of the physical and social environment in which the school is held:

- a) Being on a marae, our school benefits from the marae's support structures
- b) Being part of the Whānau Ora system, our school, our pupils and their whānau are all 'wrapped up' in the services that we provide

This holistic approach to provision of education, based on Mason Durie's Te Pae Mahutonga model of wellness, recognises that it is not the sole responsibility of the child to achieve at school. Instead, we see our responsibility stretching from providing breakfast and lunch, so our pupils can concentrate on their studies, through to encouraging their parents back into education themselves.

Our business plan reflects this holistic approach i.e. being closely engaged with, dependent on and supportive of, other Te Kohao Health activities and services, partner organisations, whānau and the community.

Part A – Governance, Management, and Administration

How our school will be run

1. Describe your proposed structures and design rationale covering:

Governance

- a. Governance;

The Board of Governors will be made up of no more than nine people. The Board will comprise:

1. The Board of Te Kohao Health – The Sponsors; the Managing Director of Te Kohao Health will be responsible for the operations of Te Kura Wananga.
2. Co-opted Members – The Board may co-opt up to two extra members onto the Board of Te Kura Wananga to give the Board the diversity of skills required to govern our Kura Wananga.

Governance roles on the board will include:

- The role of Kaumatua who will provide the spiritual leadership required for our Kura Wananga and ensure the tikanga is imbedded across all activities of a standard and approved by Kaumatua;
- The Financial leadership and Business role;
- Educational and Curriculum direction;
- Appointment of senior staff; and
- The Managing Director will be the conduit between Governance and Management. The Board Chair of Te Kohao Health will be the spokesperson for the Sponsors.

Management

b. Management;

At our Kura we distinguish between the Governance roles of our Sponsors/Board and the management roles of those engaged in the delivery of education at our Kura. Our management personnel comprise:

- The Managing Director
- The Co-teachers (Kaiwhakahaere)
- Support teachers
- Administrative staff

The Managing Director

The Managing Director will be a part time / non-teaching position ratified by the Board of Te Kohao Health. The appointee will be the Managing Director of Te Kohao Health.

The Managing Director is the business and strategic leader, mentor, guide and full time administrator who will work closely with the Lead Teachers (Kaiwhakahaere).

Educational Advisors

The Board will seek educational advisor(s) as required whose role it will be to advise the Board and the Managing Director on all matters pertaining to teaching and learning. This person(s) will have the experience and skills to give the advice that our Kura Wananga may require.

Administration

c. Administration; and

All back office administration of the Kura Wananga will be administered by Te Kohao Health and we envisage part time staffing employed by the Kura Wananga to be aligned Te Kohao Health.

All Administration staff are expected to contribute to the development of the school and the development and implementation of policies and programmes.

Subcontractors

d. Subcontract arrangements (if applicable).

Subcontractors (either to deliver educational programmes such as education outside the classroom, or to provide non-educational services such as building maintenance) will be employed by management. Some subcontractor arrangements, such as security and cleaning, may be shared with Te Kohao Health and Kirikiriroa Marae.

The sponsor/school leadership link

2. Clearly describe the relationships between the Sponsor organisation(s) and the school leadership (including governance body) and your proposed strategies to manage this.

Our kura's board will report, through the board chair, to the Sponsor, on a quarterly basis.

Our board will monitor performance of the Kura through direct reporting from one of the Educational Leaders, to the board chair.

Input to decision making from all stakeholders

3. Describe the nature and extent of teacher, parent/family and student input to decisions that affect the school.

We are closely integrated with our community through our range of related services outlined above.

We will provide a variety of ways for parents to provide input into decisions that affect the school, depending on the level of significance of the change.

For example, should we wish to discuss a significant issue, we will invite parents and others to attend community hui.

At a lower level, we will invite parents to contribute their views. We will contact parents through written communications delivered by email or in hard copy hand-delivered via the pupils. We may also consider other forms of communication such as text and social media.

To follow up we may hold a series of parent/teacher meetings (in addition to standard parent/teacher meetings) to discuss the issue at hand.

In keeping with our approach to more fully engage the whānau in the education of our children, we will hold seminars for parents so that they become interested and exposed to education as well.

Our Educational Leaders will have day-to-day contact with management via report lines to the MD and heavy involvement with Te Kohao Health staff. They will also have a link to the Board via responsibility for formal reporting to that body. Their input on decisions that affect the school will be significant and they will also convey student feedback.

Part B – Planning and Establishment

Implementation plan

4. Provide a detailed implementation and establishment plan which covers the period from gaining approval to the end of the 2014 school year.

Date/Period	Event	Notes
1 June 2013	Recruitment begins for Kaiwhakahaere (Educational co-leader teachers), administrative support, part time roles.	We will focus on filling key roles first. Interim administrative support provided by Sponsor.
1 June 2013	School administration systems definition and establishment begins.	Administration staff to be trained into all administrative requirements.
1 June 2013	School administration systems definition and establishment begins.	Administration staff to be trained into all administrative requirements.
8 June 2013	Local community marketing begins through TKH networks; schools outreach; churches; publicity in local press; notify potential feeder schools.	Word of mouth will be an important promotional vehicle.
15 June 2013	Marketing collateral development begins.	Outline of school: philosophy, principles, values, approach.
15 June 2013	Community hui #1 Meet with bi-lingual feeder school parents.	Invite input into all school planning including logistics, classroom design and teaching approach.
29 June 2013	Community hui #2.	Invite input as above and discuss progress.

Date/Period	Event	Notes
30 June 2013	Appoint Kaiwhakahaere (Educational leader co-teachers)	
1 July 2013	Enrolments open.	Enrolment procedures and access rules communicated to the community.
1 July 2013	Curriculum development begins	
1 July 2013	Development of school policies, procedures and rules begins	
5 July 2013	Community hui #3	Invite input as above and discuss progress
30 September 2013	Enrolments close	Unless maximum numbers for year 1 is reached.
1 September 2013	Building adaptation design begins	
1 September 2013	Building fit out begins	To ensure builders availability prior to Christmas
6 September 2013	Enrolment ballot	
10 September 2013	Communications to successful students and families	Letters to be sent to all whanau
15 September 2013	Community hui (encourage parents to attend)	Invite input into curriculum and extra-curricular activities
18 January 2014	Building ready	Blessing of classrooms
28 January 2014	Term one begins	Powhiri for all tauira/students
28 January 2014	Community hui (encourage parents to attend)	Orientation to Kirikiriroa Marae, Te Kohao Health, Kaupapa, Values and Principles
19 April 2014	Term one ends	
22 April 2014	Community hui (encourage parents to attend)	Invite feedback on successes and improvements needed

Date/Period	Event	Notes
6 May 2014	Term two begins	
12 July 2014	Term two ends	
14 July 2014	Community hui (encourage parents to attend)	Update and Feedback
29 July 2014	Term three begins	
27 September 2015	Term three ends	
30 September 2014	Community hui (encourage parents to attend)	Update & Feedback
14 October 2014	Term four begins	
20 December 2014	Term four ends	
22 December 2014	Community hui (encourage parents to attend)	Update.

Table 2: Implementation and Establishment Plan

Part C – Finance

Financial plan

- Detail your proposed financial plan demonstrating how it will ensure the availability of funds throughout the year.

Quarterly funding payments are very common amongst our funding sources. For example we have five contracts with Waikato DHB that are paid on a quarterly basis. We have extensive experience with government contracts and we have become highly proficient at managing government funding

Our kura's accounts will be handled in the same way as all of Te Kohao Health's accounts. The financial processes we apply are based on standard accepted accounting principles.

Each activity is given a unique 'branch code' to ensure clarity on expenditure against funding. This also enables analysis down to a detailed level and auditing at any time.

We retain funds in a separate account. Funds are brought into the operating account only as required to maintain financial health. We carry out daily cash flow analysis, meaning that we keep very close control on our cash situation.

We are audited by many organisations, including Waikato DHB which carries out unannounced audits, BDO Waikato, Ministry of Health, National Urban Māori Authority, Ministry for Social Development, Ministry of Education and Sport Waikato.

This means that we are familiar with operating in a very controlled, highly transparent and accountable manner.

Financial forecast

- Provide in a separate Microsoft Excel workbook a detailed and itemised financial forecast for the first three years of the contract, in terms of what funding you consider will be required to operate your PSKH. List the assumptions and basis of calculations alongside each of the cost areas.

Please refer to the Budget included in the separate document.

Additional funding

7. Describe 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. What the nature of the relationship between the school and the funder will be.

Currently we don't expect to require any other funding than that provided by the Crown.

In the unlikely event of a shortfall, we have close relationships with other organisations, which we will exercise to gain sponsorship for the school if required.

Gaining sponsorship support will be a lot easier once the school is operating.

We will openly discuss the nature of proposed relationships with you should the possibility be raised.

Procedures, audit and insurance

8. Describe your proposed:

Internal accounting

- a. financial management and internal accounting procedures for the school, including controls that will be put in place to ensure appropriate fiscal accountability;

Transparency with funders and community is our primary principle.

As mentioned above, our kura accounts will be part of Te Kohao Health accounts, which have been run prudently for many years.

We have proven internal controls as well as monitoring of financial practices by external audit.

Income is regularly monitored and all expenditure is checked and approved prior to payment being released.

There is a separation of duties to maintain financial integrity. While the financial administrator handles invoicing based on contracts and arranges payment of bills, she is not authorised to approve any payments. This responsibility falls to either the relevant team leader or the Chief Executive.

Our Financial Administrator has nearly forty years' accounting and finance experience, including 12 years in audit. Her experience includes supporting 50 schools in the United Kingdom (please view CV for further details).

Annual audits

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

We conduct annual external audits (using an independent external auditor) and the school accounts will be included as part of that annual audit

Insurance

- c. types and levels of insurance that you propose as required to operate a PSKH.

We currently hold building insurance with NZI and Specified Liabilities with Lumley General Insurance. This includes Employers liability, general Liability etc. We will consult with our insurers to see about extending this cover to include the school with any extra necessary policies added as appropriate.

Alternatively we may consider using the Ministry of Education's Risk Management Scheme if it offers improved cost/benefit features over our existing policies. However since our insurer is the same as offered by the Ministry, there may be no advantage

Part D – Facilities

Physical details of our school

9. Describe your proposed facilities covering:

Location

- a. where you propose the school will be located when it opens;

The school will be located on Kirikiriroa Marae, which currently includes two classrooms (currently unused).

We will upgrade these rooms to meet the needs of our students. We also expect to build or extend our classrooms and other facilities, as our roll increases.

Ownership arrangements

- b. the type of property arrangement and the terms of the tenancy (if applicable);

We will be leasing the classrooms from the current owner.

Suitability

- c. if a permanent site has been identified, how this site would be a suitable facility for the proposed school, including any plans to renovate; or

The site where we propose establishing our kura, on Kirikiriroa Marae, offers many features that will benefit us, especially in our early years. Most clearly, the marae is at the centre of our community, and it has two suitable buildings available. Furthermore, being situated on the marae grounds means that we will be able to share in various services and facilities, such as the kitchen, that are ready and available.

However, while our present site is suitable for our needs, as we currently perceive them, we recognise that it is unlikely to be sufficient if our school roll grows in line with our forecast. Accordingly we will need to consider expansion options.

In the short- to medium-term, we may be able to extend the existing buildings to cope with the larger role and we have budgeted for this activity. However in the longer term we will need additional buildings.

Our preference is to find a way to remain sited on the marae, or close by. However our decisions will be predicated on our roll growth over the next five years.

Alternate options

- d. if a permanent site has not been identified, your present options for the school site, including a timetable for identifying and acquiring a facility;

Recognising that we will have to take some significant action if our roll grows according to plan, we have considered some options:

1. One option is to find a way to build additional classrooms on the marae.
2. Another option that we have identified is an empty section adjacent to Kirikiriroa Marae. Owned by Hamilton City Council (HCC) and currently unused, this section could provide an ideal area for construction of additional classrooms for our kura.

We have not discussed this possibility with HCC. However should you approve our proposal, we will open discussions with HCC with a view to the possibility of reserving this land for the use of our kura

Converting an existing school

- e. if proposing to convert an existing public school, what renovations are planned and whether any capital improvements will be required; and

This is not applicable to our situation.

Financing plans

- f. your financing plans for acquisition and renovation of a facility.

We have set aside [REDACTED] in a building fund in 2014, and [REDACTED] in the following two years to allow for building renovations or extensions.

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

10. Describe 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.

We have set aside [REDACTED] for building maintenance and repairs. Should substantial repairs be required, we will incorporate them in our building renovations or extensions.

Livingstone Building, a well-established and respected Waikato/Bay of Plenty-based building firm conducts our building assessments every year. Livingstone will also be closely involved in all renovations and building works.

Livingstone's involvement will ensure compliance with building codes and standards.

Part E – Enrolment and School Marketing

Outreach to the community

11. Describe how the school and its program will:

Publicity

a. be publicised throughout the community;

We are confident that the demand is great and we have well established networks that we can use to promote our new school to the community.

As noted earlier, Te Kohao Health has an enrolled population of 8,000 as well as extensive networks with a wide range of organisations listed above.

- Panui (letters) will go out to these organisations and whānau with high school aged taura/students in our current services
- The Integrated Attendance Service will also be a potential source of enrolments
- Further community information hui and wananga will be held inviting prospective mātua/parents to attend
- We will encourage publicity through related organisations and local churches
- We will also encourage interest from the local press

As noted earlier we have already met with various schools in our area to discuss our proposed Partnership School.

The schools we have discussed our proposal with include:

- Knighton Primary School – Years 1-6
- Crawshaw Primary School – Years 1-8
- Newton Primary School – Years 1-6
- Maeroa Intermediate – Years 6-8
- Fairfield Intermediate Years 6-8
- Peachgrove Intermediate – Years 6-8

All of these schools have indicated that they are keen to support us in the development of our school. They have made clear to us their recognition that there is a need in our community for Alternative Education for particular students.

The schools listed above will support us in enrolling some of their students.

We will notify the schools in advance of enrolments opening.

Involving non-engaged parents/whānau

b. how the school will target parents/family/whānau who may not be engaged in their child's learning;

We know only too well that one of the major issues facing school children is living with poverty. To help mitigate these barriers we will target the home with our Whānau Ora system.

As long as the whānau are willing, we can wrap a range of services around whānau to help them establish and attain their goals in their lives, and thus (as a happy side-effect) make life easier for that child.

We know this approach works.

To better engage all parents, including those who may have very little to do with Te Kohao health, we will invite parents to attend community hui and parent/teacher meetings.

We will also hold seminars for parents so that they become interested and exposed to education as well.

The main function of this activity is to establish a relationship between parents and teachers and encourage parents to re-establish their relationship with education.

If parents have negative feelings about education we can work to establish more positive views on education.

For example, we will offer:

- Incredible Years Programmes
- Whānau Ora wananga with motivational speakers,
- Positive psychology focussing on the positive and what makes people happy
- Developing strong relationships with mātua/parents, Whānau Ora navigators, health professionals
- Services where information is relevant to the whānau.

Networking to aid involvement

- c. identify and develop relationships with community organisations that can assist in engagement with parents/family/whānau; and

Some of the networks that are part of our organisation and will be closely involved with building engagement with parents/family/whānau include:

- Whānau Ora Services
- Incredible Years (Parents)
- Incredible Years (Teachers)
- Mental Health Services
- Rongoa Atea Drug Rehabilitation
- Budgeting Services
- Kaupapa Māori Programmes

We also have strong relationships with many community organisations that can assist with engagement with parents/family/whānau. These community organisations include:

- Raukura Hauora o Tainui
- Raukura Social Services
- Poihakena Marae Raglan (MOU)
- Te Kohanga Reo National Trust Hamilton Tainui
- Te Kohao o Te Ngira Kohanga Reo
- Nga Kuaka Kohanga Reo
- Imagine Early Childhood Centre
- Te Kooti Rangatahi (held on Kirikiriroa Marae)
- Kaute Pasifika (MOU)
- Te Runanga o Kirikiriroa and all TROK Services (Sister Organisation)
- Whai Marama Youth Connects
- Te Kooti Rangatahi (Youth Courts)
- Attendance Services
- Whānau Ora Regional Network Group

- Kura (various schools)
- Māori Wardens
- Te Ahurei a Rangatahi
- Spectrum Care Trust Board (MOU)
- Hamilton Residential Trust (MOU)
- Te Roopu Taurima o Manukau (MOU)
- NZ Care Group (MOU)
- ROCK ON – Police

Advising of conversion

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

We are not proposing to convert an existing school.

Future expansion and improvements

12. Describe your proposed enrolment targets for each age/year level for the first five years of operation. If targets reflect an increasing enrolment describe plans for expanding school facilities, attracting additional qualified staff, and acquiring other resources needed to serve a larger student body.

Our enrolment targets for the first five years are as follows:

	2014	2015	2016	2017	2018
Year 7	25	25	25	35	45
Year 8	25	25	25	30	45
Year 9	-	25	25	30	30
Year 10	-	-	25	30	30
TOTAL ROLL	50	75	100	125	150

Table 3: Enrolment targets for the first five years

Our existing two classrooms will be sufficient for the first two years, assuming we meet our roll targets. We have set aside sufficient funding to enable us to extend our facilities as our roll increases.

Similarly, we have set aside sufficient funds in our budget to take on additional teaching staff as our roll increases.

The projected increase in our roll is not so great as to put undue strain on any other resources (such as administrative support or facilities management).

Part F– Other

Access to other facilities

13. Describe all non-property facilities that will be provided by the school, and how they will be included in teaching and learning practices.

We will be using our gardens at Te Ara Hou for horticulture; our marae and Te Kohao Health facilities for carving, cooking, artwork and other subjects and activities.

We will also make arrangements with other organisations, such as Te Wananga o Aotearoa, to use their facilities.

6 OPERATIONS PLAN

6.1 Student Policies and Procedures

The Operations Plan of our Kura will conform to the National Administrative Guidelines (NaGs) as set out in the Legislation.

The Student Policies and Procedures of our Kura are mostly but not exclusively found in NaGs 1 and 5 of the Guidelines. Included in this section of our Kura documentation will be policies on:

- Student Code of Conduct policy
- Complaints policy
- Anti -violence policy
- Sexual and physical abuse policy
- Student Welfare Policy
- Drugs and Alcohol Policy
- Stand-downs, Suspensions and Exclusions Policy
- Crisis Management Policy
- Education outside the Classroom policy.

Please find a copy of these policies attached in Appendix 3.

6.1.1 Objective

As per RFA

6.1.2 Questions

Part A - Timeline for registering and enrolling

Enrolment policy

1. Outline your enrolment policy and describe your proposed timeline for registering and enrolling students for the 2014 school year.

Enrolment dates

- Enrolments open Monday 1 July 2013
- Enrolments close Friday 30 August 2013
- Ballot for enrolments is on Friday 6 September 2013.

Zone Information

Tamariki who live within the city boundary of Kirikiriroa are deemed to be in zone for our Kura. In the event that all places available are not taken by In Zone students then Out of Zone students will be balloted for on the basis of:

Priority One: Siblings of current students

Priority Two: Children of staff of the organisation and/or our sponsors.

In the event of over subscription of in zone students (see below) then the above ballot priority will take effect

Enrolment intake

In 2014 the intake will be limited to 50 students who will be in Year 7 or 8 that year. In 2015 the intake will include students in Years 9 and 10 and the total school roll will be limited to 80 students with no more than 20 students at any one year level. In time a review of capacity and community demand will determine the size of the school.

Special Character considerations

Our Kura Wananga will be based on tikanga Māori values, principles and beliefs. We will also be a faith based Kura Wananga serviced by a state school chaplain.

Part B - Policies and procedures for withdrawal, suspension and expulsion of students

Our policies

2. Describe the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how this aligns with the terms of the Bill, Section 158U and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

The suspension, expulsion and other disciplinary policies will sit within a portfolio of policies that are part of NaG 5 and come under the broad category of Student Management and Welfare. Included in this portfolio of policies will be policies on, but not limited to:

1. Student Code of Conduct
2. Anti-violence
3. Bullying
4. Alcohol and Drugs
5. Stand downs, suspensions and exclusions

Fundamental to our *Student Management and Welfare* policies will be our belief in marae justice and restorative practice. Our school systems of behaviour management will be based on early intervention and whānau consultation and involvement. Our Kura Wananga will have a policy of zero exclusions.

The Board will follow the procedures as defined by the criteria and flow charts provided by the Ministry of Education when managing student stand down, suspension, exclusion and expulsion.

The right for students and staff to feel and be safe will be a paramount consideration. With this will be the corollary that all students and staff have a responsibility to care for and respect other people in our Kura.

Part C – Grievance Process

Our process

3. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

At our Kura Wananga, the Grievance process sits beside the Student Management and Welfare policies and procedures as a feedback loop to address inequalities, injustices and anomalies or inconsistencies in our systems and practice. Māori protocols will form the foundation stone of our Grievance Procedures and Policies.

Procedure

1. In principle, complaints should be directed to the person involved or their immediate supervisor. The Sponsors/Trustees will not generally investigate a complaint if the Managing Director has not done so first.
2. All complaints must be reported to the Managing Director as soon as possible.
3. The Managing Director will immediately acknowledge the complaint.
4. The Managing Director will require the complaint in writing.
5. The Managing Director will investigate the complaint and take appropriate action, which may include notifying the Sponsors/Trustees and the Te Kura Wananga insurers. The Managing Director will seek to resolve the issues of concern using Māori protocols and good practice. This may mean bringing the parties together to discuss the matter hand.
6. Feedback will be provided to the complainant.

6.2 Personnel

6.2.1 Objective:

As per the RFA.

6.2.2 Questions:

Part A - Key leadership roles

School leadership table

1. Provide in a table the names and qualifications of persons that will hold key leadership roles in the school. Provide CV's (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

At our Kura Wananga we will distinguish between the Governance Leadership roles of our Sponsors and the Leadership roles of Management. Within the Governance leadership roles will be the role of Kaumatua who will give us spiritual leadership required for our Kura. The financial leadership role will come from within the Sponsors Board. The Sponsors will have a Board Chair person who will be the conduit between Governance and Management.

Name	Qualification
Kaiwhakahaere	See Position Description in Appendix 4
Part time teacher	As per Position Description in Appendix 4 (With less stringent length-of-service and Te Reo Māori requirements)

Table 4: Names and qualifications of key leadership roles

Please find a detailed position description attached in Appendix 4.

Hiring standards

2. Describe the standards that will be used in hiring teachers, administrators, and other school staff and the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff and how these qualities will help the school implement its vision and achieve the stated goals.

Our teachers will develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude.

In year 1, 2014, the Kaiwhakahaere will be a qualified and registered teacher. His/her teaching experience will be in middle school education with a background in bilingual or total immersion schooling. There will be an expectation that they will be a teacher of quality and have referees who can attest to their skills, passion and commitment to young people. The Kaiwhakahaere will be appointed by the Managing Director in accordance with our Appointments Policy. Ideally the Kaiwhakahaere will have 4 -7 years teaching experience and have held a syndicate leader role or equivalent.

The Kaiwhakahaere must have a very high level of Tikanga Māori and Te Reo Māori. Preferably they would be fluent in Te Reo and be able to teach in Te Reo as required.

On a day-to-day basis, this teacher will manage the other tutors and mentors and ensure the programmes are being delivered at the level and to the standards set by the School Education Plan.

Our kaiako /teachers must possess a variety of personal qualities including compassion, patience, enthusiasm and confidence. This mix of qualities will serve him or her well in working with potentially high need children.

In 2015 with an increase in the school roll further appointments will be made. A priority will be that the new appointments will have experience, skills or knowledge of the secondary system and NCEA. A balance of curriculum interests will be essential to complement existing staff curriculum strengths. The core of