

**APPLICATION
FOR OPERATING
A PARTNERSHIP
SCHOOL / KURA
HOURUA**

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3. Purpose and Goals

3.1. Objective

Vision: To engage young people in education and into meaningful employment utilising lifelong learning models, thus creating healthy individuals who add value to their community and NZ Inc.

Mission: To enthuse, engage and educate young people, specifically towards employment in the trades. To involve industry partners in this mission to create bonds for future employment and apprenticeships.

Our main objective is to develop and educate enthusiastic learners who see a bright future in their chosen trade and become good citizens and contributors to NZ Inc.

The students need to foster and leave with

- Self-awareness, self-belief and motivation to live well and prosper
- Knowledge and Skills leading towards their trade
- Qualifications consisting of achievement and unit standards
- Life skills, including understanding of health and nutrition
- Financial literacy awareness
- Digital literacy skills
- Clear drugs tests for employment

Typical goals will be

- Goals which set a clear direction and outcomes to meet the charter
- Manage the business ethically, efficiently and profitably
- Meet the needs of stakeholders
- Foster effective learning environments
- Ensure assessment supports learning

3.2. Question 1

3.2.1.1a) Purpose and Goals

Our intention in opening this school is to create not only a positive learning environment but also a focus on trades training leading toward apprenticeships when the students leave school. We want the students to realise that learning can be both enjoyable and rewarding and that having a goal gives you a purpose to your learning.

We believe the lack of trades schooling has impacted NZ Inc. We would like our students to leave with a trade in mind and skills to enter that trade. Some will move on to higher education in the university sphere, either directly from school or after a period of employment.

Our purpose and goals are

- To create a learning environment which is positive and rewarding for learners and encourages those who have not necessarily enjoyed traditional mainstream education to take advantage of a different learning opportunity.
- To establish a well-recognised trades training school from which employers will prefer to employ their apprentices.
- To focus on and to encourage Maori and Pacific Island students and their whānau to engage in learning activities. This will be aided by creating ILPs(Individual Learning Plans) focused on the needs of the learner and based on their personal goals.
- Parental/guardian involvement will be sought and encouraged. We wish to have learning contracts with both the learner and their parent. Parents will be encouraged to actively participate in the school by attending functions and ceremonies which will recognise student achievement.
- Our model will be to deliver interactive learning and meet individual learning needs. We will look for what the learner is doing right and encourage more of the same, thus building on positive reinforcement.
- Our model includes having industry partners who will provide business mentors. These mentors will initially run sessions showcasing their industry and the career opportunities.

As students' progress and start to focus their interests in specific vocational pathways, these mentors will provide work experience and holiday opportunities to allow the learners to fully understand the industry needs.

A draft Charter (Appendix 1), Strategic plan (Appendix 2) and Annual Business Plan (Appendix 3) are attached

3.2.2.1b) Performance goals

- To have all students leave with skill levels reflective of at least Step 3 on the Learning Progressions. Literacy Language and Numeracy will be a focus and will be delivered via integrated learning.
- To have at least 90% of learners leave with NCEA Level 2 at the completion of the course curriculum for Year 11. Those who advance to years 12 and 13 will move to study at Level 3 qualifications as well as industry based qualifications and unit standards from Levels 2-4.
- While loosely looking at traditional years of schooling, we anticipate that advancement will be by achievement, so that those who need further teaching and learning interventions will have extra tutor assistance so that they can succeed to study at higher levels. Conversely any who learn at an accelerated rate will be able to advance at their own pace.
- Measurement of academic success will be by achievement and unit standards success rates.
- Measurement of engagement and personal success will be by stakeholder feedback. Surveys will be sent to parents and learners at least quarterly and a minimum of 80% satisfaction will be required or intervention will occur. Both learners and parents will be invited to meet with teachers to work out strategies to engage learners in the manner best suited to all.

3.2.3.1c) Advantages of application

- Our approach is different from the traditional secondary school environment. Our principals' experience in the PTE and business sectors has allowed them to see the positive outcomes achievable from different ways of engaging with young people. Learners are treated as individuals with specific needs and goals. Training is targeted at each one as an individual and this fosters engagement and better interaction with the teaching staff.
- The school will focus primarily on trades training outcomes from years 11-13. Years 9 and 10 will be generalist as they are, currently, in the school environment, but there will be exposure, via the industry partners, to the vocational pathways and potential careers. Students will have the opportunity to be exposed to a wide range of trades to help them decide which ones they prefer.
- We intend to involve our business partners in the school so that they are actively participating in the learning, but not necessarily in the teaching. We will have mentors from these partners assigned to groups of enthusiastic students.
- We intend that our industry partners will offer work experience and holiday jobs to students interested in that trade.
- Where possible we will use interactive teaching technology, such as the virtual lathe, developed to train young engineers.
- Our teaching staff will be required to have teaching skills, experience and qualifications. Some will necessarily require trades skills as well. Those teachers and tutors who come from the trades will require time to gain their teaching qualifications. This personal development will be supported by the school so they have teaching mentors to assist in this skill development.
- We intend to start our students with an expectation of working the hours typical of an employee. We anticipate our students will be at school for an 8 hour day. This will allow time for learning, breaks, physical activities, work experience and completing school work so that once they leave at the end of the day, there will be no additional homework.
- We will offer the support necessary for our learners to succeed if they so choose. Should that mean providing food when they are hungry, counselling when they need it, assistance with learning when necessary and help to find work that is our purpose and expected outcome.

4. Education Plan

4.1. Educational Focus

The proposed student population based in South Auckland; Maori and Pasifika youth who are currently in the long tail of underachievement. Many will come from homes that place no value on formal educational qualifications. Many will not have been encouraged to succeed at any positive factor in their life and will have low self-esteem. In saying that, they will have talents and strengths they are unaware of. Given the opportunity to demonstrate their various forms of intelligence, they will become high achievers. They need more than average positive reinforcement, whānau/community support and teaching methods "switching on" their learning light for life.

4.1.1. Part A – Proposed student population and educational need

Question 1

Our Student profile is as follows

Numbers, without organic growth based on reputation. The total numbers would need to be agreed with the Ministry of Education.

	Year 9	Year 10	Year 11	Year 12	Year 13
2014	70	30			
2015	100	70	30		
2016	100	100	70	30	
2017	100	100	100	50	20
2018	100	100	100	80	30

Ethnicity: It is estimated 80% of the students will be of Maori or Pacific Island ethnicity. Because it is a trades training school we anticipate the 75% of the students will be male, but there will be no discrimination of any kind based on ethnicity, race, gender or religion.

Question 2

- a) We intend to locate in South Auckland, so that transportation to school is not an unnecessary barrier. Demographically, there are large numbers of our target ethnicities within a close geographical area, so we do not see proximity as a barrier.
- b) The principal's experience in the PTE indicates there are a large number of students who come from lower decile primary schools and lower or no income families. Often these learners are hungry and some do not have a great deal of learning support in the home. One of our beliefs is that good nutrition allows the brain to engage better and behaviour to be modified, so food will be provided to those who need it. For many this will reduce a major barrier to education where parents do not want to send their kids to school hungry so they don't send them.

We will have improved outcomes for Maori, Pasifika and others with special needs because we will run on the basis of meeting the needs of the learner rather than a cookie cutter approach where one size fits all. Teachers and tutors will be recruited for their passion for learning and transferring knowledge and their interested in the welfare of learners and communities. We will have strong links to the business communities so that a variety of roles will be available to suit all skill levels of learners.

- c) The educational needs of our students are:
 - literacy, language and numeracy
 - digital literacy
 - trade skills and underpinning knowledge
 - Social skills and interpersonal behaviours
 - Life skills, including health and welfare
 - Self-esteem and self-belief

The barriers to education are:

- Literacy, language and numeracy
- Breakdown of family
- Attitudes towards education in general and school in particular
- Low self-esteem issues
- Peer pressure
- Teen pregnancies
- Drug and alcohol issues

d) We propose to attract these learners using our contacts in local marae and churches in addition to advertising on local radios and in local newspapers. We anticipate local interest stories in all media as Charter Schools get underway.

We will also approach the local primary and intermediate schools to make presentation to principals and staff.

4.1.2. Part B – Curriculum

Question3

a) We will follow the New Zealand school's curriculum (NZC) and align with the Vocational Pathways for Manufacturing and Technology sectors and Construction and Infrastructure sectors. With our longer hours we will add the trades training base units starting at year 10. These will be NZQA approved ITO units and achievement standards.

b) At year 9, students will focus on

- English, Language and communication
- Maths
- Social studies
- Life skills, including health and nutrition
- General science and technology
- Digital literacy and core business studies
- Design and visual communication

At year 10, students will focus on

- English, Language and communication
- Maths
- Social studies
- Life skills, including health and nutrition
- General science and technology
- Digital literacy and core business studies
- Design and visual communications
- Introduction to trades training

At year 11, students will focus on

- English, Language and Communication
- Maths
- Life skills, including health and nutrition
- Sciences, Chemistry and Physics
- Digital literacy and core business studies
- Construction and mechanical technologies
- Generic technology
- Engineering
- Plastics
- Motor
- Building and civil construction
- Manufacturing
- Trades training, including work experience

At year 12, students will continue with their general literacy, language and numeracy learning in addition to

- Humanities, including English and communication
- Trades skills
- Maths
- Sciences, Chemistry and Physics
- Generic technology
- Life skills, including health and nutrition
- Digital literacy and business studies
- Engineering
- Plastics
- Motor
- Building and civil construction
- Manufacturing
- Work skills and work experience

At year 13, students will focus on

- Trades skills, knowledge and experience
- Engineering
- Plastics
- Motor
- Building and civil construction
- Manufacturing
- Maths
- Business studies
- Humanities, including English and communication
- Sciences, Chemistry and Physics
- Life skills
- Digital literacy

Question 4

This curriculum will be successful as it focuses on basic learning needs leading to work outcomes. With qualifications as supporting evidence the curriculum will have close alignment to industry partner needs. Students will be better prepared for life outside the protections of the school environment and be more mature and well grounded.

The needs of the students will be met as one of the goals is to have all students leave with work to go to. The learning environment will be seen to be:

- Fun
- Exciting
- Different
- Engaging
- Cool
- Supported by family and whānau and the community
- Culturally sensitive with cultural events/sports, practical academic learning and personal support systems

Question 5

Students will progress with achievement, so that should a learner struggle, he/she will be given extra time and tuition to assist them to achieve their current level of work.

The curriculum will have a focus on trades training and trades employment as an outcome so the subjects taught will focus on meeting the needs of the various trades, which are

- Engineering, including mechanical, civil, structural
- Building and associated trades (draughting, plumbing, electrical, painting)
- Manufacturing, including food
- Personal grooming, such as Hairdressing,

Students will be exposed to several potential trades during the first 2 years at school so they can see what interests them the most. They will be able to have hands on experience in industry so they can see the work in action. By the time they leave school, they will have had a taste of different jobs and have selected the one they feel suits them best. The teaching will follow the vocational pathways, so that some flexibility is inherent in the teaching methodology.

4.1.3.Part C – Learning environment and teaching

Question 6

a) Accelerated learning techniques will be the norm for teachers, using techniques such as music to enhance moods and receptiveness. Where possible experiential learning techniques will be adopted as generally we all learn best by doing. This will be especially helpful in years 11-13. However, in years 9-10 the students can model learning on real world examples. Digital literacy such as the virtual lathe, will be adopted wherever possible. This caters for different learning styles in a real world simulation.

Team teaching will be encouraged as well as peer mentoring and support. Students will be placed in groups for learning rather than at individual desks. As adults we learn best from discussion with our peers and the students will be introduced to this style of teaching at an early age. Group learning will be encouraged. This is more in line with cultural aspects of learning.

Where we can get guest speakers and industry people involved we will encourage discussion groups and site visits. Anecdotal stories are a worthwhile and well proven learning technique.

The old 'chalk and talk' will be used as little as possible with students more on a voyage of discovery to encourage self-sufficiency, pride and self-esteem.

b) All of the teaching methods described in the previous point are well used in the tertiary sector with youth learners and the response is that learning this way is much more fun. When individuals can discover things for themselves, they are more likely to remember. There is an old saying which has stood the test of time.

I hear and I forget,
I see and I remember,
I do and I understand

The students will have improved knowledge, efficiency and skills through the learning journey, practical application of skills and knowledge and through self-belief and pride.

c) We will set expectations for each of the learners in their ILPs. The outcomes will be achieved because the students will be motivated to achieve them. In the experience of the principals, you get what you expect.

Question 7

Maori and Pasifika and special needs students will be treated with the respect they deserve as individuals. As part of their ILP, they will work with teachers and tutors to achieve the standards and outcomes they set as part of the curriculum.

Students will be engaged and excited and valued. This will change many behaviours as they will want to achieve the targets they have helped set. The employment potential will also be a huge motivator towards success.

Question 8

Barriers to learning will be overcome in a multitude of ways

- Treatment as individuals with needs of each one met
- Provision of food where necessary
- Sensitive handling of personal circumstances
- Involvement of members from the community
- Whānau and parent involvement in school
- Mentoring by industry partners
- Work experience
- Different teaching and learning styles tailored to learning needs

Question 9

Our PTE experience has allowed us to develop strong processes for self-review.

We will have a review co-ordinator who will manage the process and meet the set deadlines

We will have

- Clear goals, such as those outlined in the purpose and goals section on page 1
- Clear KPIs for teachers and staff to meet which will be part of their performance review process
- Improvement plans, based on feedback and curriculum review at the end of each quarter
- A monitoring system for student achievement which will show progress against our goals
- Students and teachers will be involved in the review process, as well as interested parents and industry partners
- The review process will follow the PDSA cycle
 - Plan- what is to be evaluated
 - Do- what data or information needs to be gathered
 - Study- what does the data tell us
 - Act-What actions do we need to take

4.1.4.Part D – Student progress and achievement

Question 10

The school will deliver

- NCEA L1
- NCEA L2
- Level 2 National Certificates in each trade and, where applicable, level 3 with industry support.

Question 11

- a) Student progress will be measured by formative assessment as learning is taking place and summative assessment at the conclusion of achievement standard or unit standard study. Progress will also be measured by stakeholder feedback on a quarterly basis. Each student will have a goal chart with their expected outcomes and progress will be tracked on those so that each learner is quite clear about where they stand in relation to their goals.

Results will be recorded on a Student management system with reports to parents as part of the quarterly feedback system. Reports of results and student records will be made available to the Ministry of Education as required.

- b) Assessment results will trigger the next step. Students will either progress to the next stage or have extra tuition provided to assist them to meet the requirement of that unit or achievement standard. Extra class time will be provided to assist those needing the help. It is likely that the incentive of work experience and placement will encourage everyone to want to reach their goals, so students will relish the opportunity to complete their work and gain the desired outcome.

4.2. Support for Learning

Our intended start numbers are 170 as per the table in 4.1.2 above. However, we are able to comfortably meet the government's requirements which may be negotiated.

As expressed elsewhere in our application, we intend for parents and caregivers/guardians to be a fundamental part of the student's education. They will be a signatory in the Learning Contract and will be expected to attend meetings, celebrations and functions which involve their child.

We will introduce them to the company liaison person where their child is having work experience.

5. Business Plan

5.1. Objective

5.1.1. Management of school.

S 9(2)(a) OIA

There will be two Chief Executives with different portfolios. [redacted], with her education and training background, is responsible for the Education component and Bruce Howat, with his apprentice, training and business background, for industry liaison, marketing and human resources.

[redacted] is Financial Manager, responsible for finances and administration. The three senior managers are to work in partnership with each other.

Teaching staff report directly to [redacted] until the student roll grows to a point of requiring department heads.

Operational procedures will be:

- Weekly meetings between staff and senior managers
- Performance management system for all personnel with clear goals and measurable objective – this incorporates monthly one on ones for all with their supervising manager
- Performance management system via learning plans for all students. Each student must receive personalised performance feedback on a monthly basis showing progress against learning plan
- Each student is to have an allocated teacher or tutor as mentor and coach

5.1.2. Recruitment of students.

A marketing campaign beginning in July 2013.

Target audiences

- Local Churches
- Local community groups
- Strategic partnership with Best Pacific Institute of Education
- Community notices
- Ads in community papers

5.1.3. Facilities

A leased warehouse in South Auckland. Inside the warehouse leased transportable classrooms and administration block. School buses to transport students to nearby sport fields etc.

5.2. Questions

5.2.1. Part A – Governance, Management and Administration

a) Governance

- Skills based Board covering legal, education, finance, marketing, cultural, industry human resource
- Chair to be independent
- Board members to be selected based on skills and experience in the required areas of expertise

For the first twelve months, the Board will meet monthly. Year 2 onwards, the Board will meet bi-monthly.

Sub-committees

- Finance and risk management

- Legal and Human Resources
- Education curriculum
- Political cultural guidance
- Board appointments to be for one year with one term right of renewal

The following draft policies are attached at the end of this document:

- Code of Conduct Policy - (appendix 4)
- Complaints Policy - (appendix 5)
- Discrimination Policy - (appendix 6)
- Employment Policy - (appendix 7)
- Harassment Policy - (appendix 8)
- Health & Safety Policy - (appendix 9)

b) Management

A shared Chief Executive Model; this model is to maximise the skill sets of the two main drivers in setting up the school. Both will be part-time so the funding is not consumed with salaries for senior people.

Initially, until numbers grow, all teaching staff report to ^{59(2)(a)} As growth warrants, the heads of department model comes into play.

Robust human resource procedures for all staff – annual key performance indicators, broken down into monthly targets and monthly one on ones with the manager. This model stops surprises at annual performance appraisal and deals with issues as they arise, before they escalate into significant problems.

Weekly structured team meetings, monitoring school performance against annual plan.

c) Administration

In the first year of operation the equivalent of 1FTE for administration. This position will be two part time people with differing skill sets.

5.2.1.1. Sponsor Organisations

In the first twelve months of operation there are to be monthly sponsor group meetings, with management reporting against business plan and raising any issues or concerns.

Sponsors are alongside students on a regular basis with a mentoring programme. The mentoring programme is to run like the old cadetship scheme, whereby students experience a breadth of mentors and industries for their first two years. By Year 11, students to be more focussed on areas of preferred expertise. Teachers and mentors have a regular formal communication process to manage issues. A formal contract between sponsors/mentors students and school is established to determine the rules of engagement.

5.2.1.2. Teacher, parent/family and student input

There will be two “hui” per annum for the community and all parties to discuss the school and its progress. The “hui” will be public events.

There will be a formal contract between the school, parents/family and student. There will be another learning contract between teachers, parents/family and students. The contracts will be individual, based around the student to create a student centred culture. In other words, all parties are working towards making the student a success. A formal process, after consultation and agreement is to be established setting the learning goals for each student – all parties are to sign the contract that shows measurable achievements to be gained and each party’s responsibilities to ensure the success of the student.

5.2.2.Part B – Planning and Establishment

- a) June 2013
 - Public Hui
 - Formalise trust
 - Start formal process to establish Board of Trustees
 - Formalise marketing/communication/recruitment plan
 - Start formal search process for facilities

- b) July 2013
 - Formalise Board of Trustees
 - Develop list of appropriate policies for the Board to consider and debate.
 - Start process of defining school charter.
 - Hold formal industry advisory group to examine curriculum
 - Establish education timetable for 2014
 - Start attending local groups such as Churches and intermediate schools etc to create awareness of Te Kura O nga Tautōhito
 - Continue search process for facilities

- c) August 2013
 - First formal board meeting
 - Formal budget for 2013 establishment costs to Board
 - Formal budget for 2014 to Board
 - Formalise Strategic Plan and 2014 Business Plan
 - Write job descriptions for future teachers
 - Develop recruitment process for teachers
 - Decision on facilities to be made
 - Commence getting quotes for classroom resources and furniture
 - Continue attending local group meetings etc

- d) September 2013
 - Board meeting – focus on policies and strategic plan
 - Formal teacher recruitment begins
 - Industry advisory group meets
 - Develop curriculum material for 2014
 - Set up panel for teacher interviews – panel to include industry, parents/family and management (NB. It is expected interested parents would have identified themselves by now)
 - Continue local group meetings and advertisements for 2014 students
 - Write up contract template for parents/family, students and school

- e) October 2013
 - Board meeting – continue policy and strategic plan discussions
 - Formal teacher interviews (part of this process will be the teachers taking a lesson for interested parties).
 - Formal appointment of teachers for 2014
 - Continue local group meetings and advertisements for 2014 students
 - Continue curriculum development
 - Discuss with community for appropriate Kaumatua and Matai
 - Set up enrolment process

- f) November 2013
 - Board meeting
 - Take possession of property
 - Continue local meetings and recruitment for students
 - Start enrolment of students for 2014
 - Finalise curriculum for 2014
 - Ensure local sports facilities are available to school – liaise with Council