

- g) December 2013
 - Board meeting
 - Student enrolments
 - Contracts between school, parents/family and students
 - Classrooms on site
 - Organise bus transport system for students to get to school in 2014
 - Organise media coverage for official powhiri and opening.
 - “Blessing” of site by appropriate church leaders and official opening of site – Mayor and other similar dignitaries to be present, community and parents/families and students invited
 - Induction and orientation for teaching staff

- h) January 2014
 - Contracts between teachers, parents/family and student with clearly defined key performance indicators signed at enrolment
 - Official powhiri and opening of school year
 - Teaching year commences
 - Induction and introduction to students to ethos of school, timetable and expected standards of behaviour etc.
 - Start sponsor mentoring programme
 - Contracts between teachers and sponsors/mentors with clearly defined key performance indicators
 - Report to MoE liaison person on enrolments and any other matters – set up formal regular communication with appropriate MoE personnel
 - Weekly staff meetings

- i) February 2014
 - Board meeting
 - Weekly staff meetings – do SWOT analysis on progress to date
 - Full formal review of set up of school, what went well, what could be done better, what did not need to be done etc.
 - Sponsor/mentor programme under way
 - Monthly one on one’s

- j) March 2014
 - Board meeting – report of reviews
 - Sponsor/mentor programme
 - Weekly staff meetings
 - Monthly one on one’s
 - Celebration of success for students (to be an integral part of the culture)

- k) April – June 2014
 - Same as March 2014
 - School reports to parents – formal parent/family student review of KPI’s
 - Formal meeting with MoE to ensure all parties are satisfied with progress to date

- l) July 2014
 - Same as March 2014
 - Public hui – engage with community to talk through progress to date and listen to community feedback on what changes (if any) they would like.
 - Start planning process for 2015

- m) August – November 2014
 - Same as April-June
 - Planning process for 2015 – to be finalised with Board sign off in November
 - Recruitment process for students for 2015

- n) December 2014
 - Same as April – June
 - Enrolments for 2015
 - Celebration of success event

5.2.3.Part C – Finance

Refer to:

- Cashflow Budget - (appendix 10a)
- Income Budget - (appendix 10b)
- Property Budget - (appendix 10c)
- Set Up Budget - (appendix 10d)
- Staffing Budget - (appendix 10e)
- Meal Budget - (appendix 10f)
- Budget Assumptions - (appendix 10g)

5.2.4.Part D – Facilities

- a) Location – East Tamaki, South Auckland – leasing large warehouse complex
- b) Formal six monthly inspection of site with landlord (or agent) and MoE personnel
- c) Property will be on a five year lease (based on our contract with MoE) with rights of renewal
- d) Timetable for locating premises is described in planning and establishment section
- e) Inside the warehouse, portable classrooms leased from Portacom
- f) Buildings to meet MoE and Council requirements
- g) Leasing costs shown in financial plan
- h) Insurance costs shown in financial plan
- i) Maintenance plan to be in place by December 2013, with appropriate caretaker(s)

5.2.5.Part E – Enrolment and School Marketing

- a) Outreach to the community
 - Publicity to the local community will be mainly through local churches and cultural association groups. The school will liaise with Auckland City Council staff to locate all the groups.
 - A visiting programme with local Islander Churches and Ministers Associations be set up. (Bruce Howat is an ordained Presbyterian Minister) Contact will also be made with Te Wānanga O Aotearoa and local marae. *59(2)(a)* is Auckland Council Maori Liaison Kaumātua and is a personal acquaintance of Bruce Howat
 - The school will work in conjunction with local kaumātua, Matai and Church leaders to get parental involvement. If it is deemed necessary in some circumstances a Kaumātua, Matai or Church leader might be a signatory to the contracts discussed earlier.

- b) Future expansion and improvements
Enrolment expansion

Level	2014	2015	2016	2017	2018
9	70	100	100	100	100
10	30	70	100	100	100
11		30	70	100	100
12		0	30	70	100
13		0	0	30	70
	100	200	300	400	470

The school will operate an annual recruitment campaign to ensure the growth and encourage existing students to encourage their peers to enrol. The warehouse facilities will be large enough to house sufficient classrooms for the 2018 figure, but classrooms will be leased on actual figures each year. Portacom are able to supply classrooms at short notice and are keen to be in partnership with the school.

5.2.6.Part F – Other

- a) Sporting facilities
The school will use public sport grounds after consultation with Auckland City Council. Sport and physical fitness are part of the holistic development of our students.
- b) Industry Sponsors
Sponsors will be part of school life by their attendance at the school through the mentoring programme. Students will go to work places for educational visits as well as work experience as they progress through the levels. Year 9 & 10 students will get a breadth of exposure to various industries and Year 11 students are expected to be more focussed.
- c) Cultural visits
These are integral to the holistic development of the students. It is expected they will experience an annual weekend at a marae with correct protocols adhered.
- d) Music
Music is a crucial aspect of the learning environment, a school music programme will be developed, and all students expected to try to master at least one musical instrument by the end of Year 11.
- e) Drugs
External experts will be involved in a drug education programme. A random drug search will be part of the drug protocol as well as random visits by drug detector dogs. There will be zero tolerance to illegal drugs and alcohol within the school facilities.

6. Operations Plan

6.1. Student Policies and Procedures

6.1.1. Objective

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.

6.1.2. Timeline for registering and enrolling

6.1.2.1. Enrolment policy

- a) Purpose
To provide a framework to guide Te Kura O Ngā Tautōhito selection and enrolment processes
- b) Policy
The general principles underpinning Te Kura O Ngā Tautōhito selection and enrolment processes are:
 - Objectivity
 - Consistency and fairness
 - Equal academic opportunity
 - Legal compliance
 - Ensuring students are genuine members of “the long tail”
 - Engaging students who have a glimmer of self-belief in wanting to engage in meaningful employment at the end of their school studies.

6.1.2.2. Procedure

- a) Recruitment of students
 - Advertising with partnership companies for family members of employers
 - Local Churches and Maraes
 - Radio advertising

6.1.2.3. Interviewing

- Structured interview questions prepared prior to interview – there is to be consistency of questions asked
- All potential students, parents (or legal guardian) must complete and sign an enrolment form.
- Comprehensive and objective notes of the interview to be available to the student, parent of legal guardian.
- The interview should:
 - Obtain relevant information from the student, parent or legal guardian
 - Give details of the school and expectations
 - Be honest about all parties expectations and requirements
 - Treat the student, parent or legal guardian with appropriate respect and dignity
- Interviewing body should:
 - Make genuine and honest commitments to student, parents or legal guardian
 - Be open and honest about expectations, both verbal and written
 - When interview concludes student, parents or legal guardian should be clear as to what happens next.
 - A learning contract will be signed by the students, parent/guardian and the school.

6.1.2.4. Legislation

All interviews must comply with the following legislation:

- Immigration Act 1987: the ability to study and work legally in New Zealand
- Human Rights Act: prevents discrimination on the basis of sex, religious or ethical beliefs, race, ethnic or national origins, colour, disability, age, political opinion, family status sexual orientation
- Privacy Act 1993: prevents school from using information for reasons other than which was collected

6.1.2.5. Assessment

The principle criteria when selecting students are:

- Genuinely belong to the target "long tail" group
- Desire to go into meaningful employment at conclusion of schooling years

6.1.2.6. Good Practice

The principle of good or best practice must apply:

- A copy of the Enrolment policy is provided with enrolment forms
- The policy to be translated into student, parent or legal guardian first language
- A copy of the Enrolment policy available on school website in all translated languages

6.1.2.7. Enrolment timetable

- November 2013 enrolment process commences for 2014 academic year
- All students will be advised the success of their enrolment within three weeks of being received.
- Students may enrol at the school at any stage of the year, provided there is a funded position available.

6.1.2.8. Withdrawal, suspension and expulsion of students Policy

Te Kura O Ngā Tautōhito will adhere to the public school standards and guidelines of the Ministry of Education.

6.1.2.9. Stand-down, Suspension, Exclusion and Expulsion Procedure

Rationale:

New legislation and rules came into force 12 July 1999 and apply to all stand-downs and suspensions in state schools from that date.

6.1.2.10. Purposes:

Section 13 of the Act sets out the three-fold purpose of the provisions for stand-down, suspension, exclusion and expulsion.

- To provide a range of responses for cases of varying degrees of seriousness.
- To minimise the disruption to student's attendance at school and facilitate the return of the student to school when that is appropriate.
- To ensure that individual cases are dealt with in accordance with the principles of natural justice.

6.1.2.11. Definitions:

1. Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than 5 school days in a term or 10 school days in a year.
2. Suspension means the formal removal of a student from school until the Board of Trustees decides the outcome at a suspension meeting.

3. Exclusion means the formal removal of a student aged under 16 from the school and the requirement that the student enrol elsewhere.
4. Expulsion means the formal removal of a student aged 16 or over from the school.

The Principal (or a person delegated by the board to act as Principal) is the only person who can make the decision to stand-down or suspend a student from the school.

Exclusion or expulsion are for the most serious cases only.

6.1.2.12. Guidelines:

The Principal must:

1. Ensure the principles of natural justice apply.
2. Act fairly and reasonably in the circumstances.
3. Consider the circumstances of each situation.
4. Be satisfied that it warrants standing down or suspending the student.
5. Follow established procedures.

The student has the right to:

1. Have the stand-down / suspension procedures consistently applied.
2. Be given notice of possible outcomes.
3. Know the reason for the stand-down / suspension.
4. Know the information on which the decision is based.
5. Be able to comment on / challenge that information.
6. Be able to correct adverse or biased material and challenge irrelevant material.
7. Have time to prepare a response to the information i.e. 48 hours before the board meeting.
8. Be represented at any meeting about the stand-down or suspension.

The Board of Trustees must:

1. Meet following a suspension to decide what the outcome will be.
2. Also act fairly and reasonably.
3. Receive the Principal's written report.
4. Hear student / parent representative with an open mind.
5. Decide on the process it will use to arrive at its decision.
6. Know if any trustee is personally associated with the circumstances of the suspension.
7. Make its decision without the recommendation or vote of the Principal.

Following a suspension the board may decide to:

1. Lift the suspension without conditions.
2. Lift the suspension with reasonable conditions.
3. Extend the suspension with reasonable conditions for a reasonable period.
4. Exclude or expel the student.

Conclusion:

These guidelines provide the framework for the board to deal with stand-downs, suspensions, exclusions and expulsions.

Reference

Section 13-18 of the Education Act 1989 as amended by the Education Amendment Act (No2) 1998 and the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999. Ministry of Education – Guidance to Principals and Boards of Trustees on Stand-downs, Suspensions, Exclusions and Expulsions July 1999
Ministry of Education – Information for Parents July 1999.

6.1.3. Parent Concerns/Complaints Procedure NAG3

6.1.3.1. Rationale:

Open communication about concerns is seen as an essential ingredient of a healthy partnership between parents and teachers. Any parent with concerns about the welfare and progress of students is encouraged to bring concerns to teachers involved as soon as these arise.

6.1.3.2. Guidelines:

The following procedure should be followed:

1. Take your concern to the Teacher involved (i.e. Class Teacher)
 - Are you satisfied that your concern has been addressed?
2. If you are not satisfied:
 - Make an appointment to meet with the Principal to discuss your concern
 - Are you satisfied that your concern has been addressed?
3. If you are not satisfied:
 - Take your concern to the Chair of the Board of Trustees.
 - Are you satisfied that your concern has been addressed?
4. If you are not satisfied:
 - Write a letter to the Secretary of the Board of Trustees, Te Kura O Ngā Tautōhito and ask that your concern be addressed by the B.O.T

6.1.3.3. Conclusion:

The Appropriate Authority will address the Parent's concern and if this is not possible provide a reason why the concern cannot be addressed.

6.2. Personnel

6.2.1. Objective

To employ high calibre teaching and tutoring staff, who are enthusiastic about supporting the learning of their students and who will encourage the achievement of personal learning goals.

6.2.1.1. Purpose

To provide a framework to guide Te Kura O Ngā Tautōhito selection and recruitment of teaching and other staff.

6.2.1.2. Policy

The general principles underpinning Te Kura O Ngā Tautōhito selection and recruitment of teaching and other staff are:

- Professionalism
- Commitment to Treaty of Waitangi
- Commitment to "long tail" students and developing a success culture leading to excellence
- Commitment to creating 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 environment
- Respect and dignity for the individual and extended family
- A commitment to bi-culturalism and multi-culturalism
- Hiring exceptional people

6.2.2.Key leadership roles

The leadership team consists of:

Name	Role	Qualifications
Bruce Howat	Co-CEO	
	Co-CEO S4(2)(a) OIA	
	CFO	
	Curriculum and Quality Manager	

6.2.2.1. Standards

See Charter Document

6.2.2.2. Qualifications & Staffing plan

See Charter Document

6.3. Employment Policy:

6.3.1.Purpose

To provide a framework to guide Te Kura O Ngā Tautōhito in best practice employment related matter. All parties must:

- act honestly, openly, and without hidden or ulterior motives
- raise issues in a fair and timely way
- be constructive and cooperative
- be proactive in providing each other with relevant information and consider all information provided
- respond promptly and thoroughly to reasonable requests and concerns
- keep an open mind, listen to each other and be prepared to change opinion about a particular situation or behaviour, and
- treat each other respectfully.

6.3.2.Disciplinary action

To be lawful, disciplinary action or dismissal must be fair and reasonable in all the circumstances (with some limited exceptions). There are two aspects to this:

- Te Kura O Ngā Tautōhito must have good reason for the dismissal or disciplinary action, and
- Te Kura O Ngā Tautōhito must follow a fair process in reaching and implementing its decision.

All employment situations must adhere to all New Zealand laws and case law directives.

6.3.3. Volunteers and contractors

All volunteers and contractors to be treated with the same respect and dignity as full time staff. A formal policy is to be written.

6.4. Performance Management and Appraisal

6.4.1. Purpose

To provide a framework to guide Te Kura O Ngā Tautōhito in best practice in Human Resources for all staff

6.4.2. Policy

The general principles underpinning Te Kura O Ngā Tautōhito best Human Resource practice are:

- No surprises
- Open and transparent monthly one on one programme
- Open and transparent annual performance appraisal
- 360 degree performance appraisal (including whānau), on all staff
- A positive culture and learning environment
- A strong commitment to personal development for all personnel

6.5. Legislative & Health and Safety

6.5.1. Purpose:

- To define Te Kura O Ngā Tautōhito commitment to provide a safe, healthy work environment and practices.
- To ensure that Te Kura O Ngā Tautōhito comply with the Health and Safety in the Employment Act 1992.

6.5.2. Policy

Te Kura O Ngā Tautōhito is committed to the safety of its people whom we view as our most important resource. The success of this policy ultimately rests on the willingness of everyone to co-operate and work collectively toward the goal of a safe and healthy working environment and to provide an accident free operation.

6.5.3. Responsibility

The overall responsibility for providing and maintaining a safe, and healthy work environment rests with the Chief Executive Officer. Managers, Teachers and others in positions of responsibility share the accountability for managing health and safety within their areas of control as an integral part of their day-to-day activities.

6.5.4. Summary

All employees have a responsibility to observe safe work practices, rules and instructions. Loss prevention is the direct responsibility of all staff.

6.6. Chief Executive Responsibilities:

- Take every practical step to provide and maintain a safe, healthy and accident free work environment.
- Ensure appropriate safety equipment and protective clothing is made available to employees.
- Ensure that equipment, plant, technology is arranged, designed, made and maintained so that it is safe to use.
- Ensure physical and financial resources are available to maintain technology, machinery and equipment.
- Comply with Te Kura O Ngā Tautōhito Hazard Identification and Control Policy. Isolate, minimise or eliminate all hazards to prevent any injury or damage.
- Provide education and training about correct procedures, safety standards, and personal protective equipment rules that apply to work areas.
- Encourage and support the continuous improvement of all aspects of Health and Safety in the workplace.
- Ensure all staff and contractors/subcontractors are shown the Hazard Register for their work area. Ensure all employees are aware of any identified hazards in their work area and how to minimise likelihood of these hazards becoming a source of harm to them or others.
- Support and encourage regular staff consultation/participation in Health and Safety matters.
- Ensure an investigation is carried out of all accidents including motor vehicle accidents to establish the cause and determine what steps can be taken to prevent the accident recurring.
- Ensure the safe use, handling and storage of hazardous substances.
- Ensure that all employees are aware of emergency and evacuation procedures.
- Undertake regular Health and Safety monitoring, including assessments of Health & Safety performance and resources in co-operation with those with designated and elected Health and Safety functions.
- Ensure that all Health and Safety policies, procedures and manuals operating within are Te Kura O Ngā Tautōhito periodically revised and consistent with health and safety objectives
- Comply with the Te Kura O Ngā Tautōhito Accident Policy. Record and report all lost time injuries and significant near misses.
- Take all practicable steps to ensure visitors, contractors, subcontractors and their employees are not harmed while at Te Kura O Ngā Tautōhito. This includes advising contractors and sub-contractors about all hazards they may encounter at Te Kura O Ngā Tautōhito
- Comply with legislative requirements.

6.7. Records and Information Management

An appropriate CRM programme, such as Pivotal Relationship, will be leased early in the process. This will be able to record all information required for government purposes. Numerous Industry Training Organisations use pivotal Relationship and the four senior staff members are well acquainted with it.

Appendices

1. Draft Charter
2. Strategic Plan
3. Annual Business Plan
4. Code of conduct policy
5. Complaints policy
6. Discrimination policy
7. Employment policy
8. Harassment policy
9. Health and Safety policy
10. Financials
11. Business continuity plan
12. Assumptions, risks and caveats
13. Letter of support from Fulton Hogan

Appendix 1

Draft Charter for Te Kura O ngā Tautōhito (The School of Skills)

Our aim of developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

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. Our distinctive characteristics will ensure we have strong stakeholder engagement.

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 ngā 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.

Our school will be inclusive and welcoming to our students. The focus from day one will be on success and outcomes.

We aim to ensure that all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (Maori language) for full-time students whose parents ask for it.

Te Ao Maori

The school will endeavour to take all reasonable steps to provide Tikanga Maori and Te Reo Maori to those learners who identify a need. We will achieve this by:

- Consulting with the community and having an appropriate person as Cultural Liaison Officer
- Have local iwi present in school at every opportunity
- Offering staff personal development courses in Tikanga Maori and Te Reo Maori

Our expectations: The board of trustees will:

- Be a good and fair employer to staff
- Prepare an annual budget in order to run the school within its income levels
- Monitor and manage all resources (both human and physical) to ensure the school is financially viable and achieving its goals
- Encourage and monitor students outcome achievement and provide the necessary resources to achieve the outcomes
- Implement a 5 year plan to make effective use of the schools funding and resources

Our expectations: Teachers will

- Provide the best learning opportunities
- Cater for the needs of individuals
- Focus on the goals for each learner
- Be enthusiastic towards their subject matter and their learners
- Be responsive to parents and other stakeholders
- Listen to concerns and respond appropriately
- Be inclusive
- Make learning fun
- Treat the students as the young adults they are

Our expectations: Students will:

- Be suitably qualified and experienced
- Be enthusiastic about learning and the opportunities it presents
- Be courteous and friendly to others
- Set and review personal learning goals and keep to them
- Keep parents and other stakeholders involved in their learning and life path
- Respect themselves and others
- Take responsibility for their own learning
- Welcome opportunities to experience real work and behave in an appropriate manner when on job

Our Expectations: Parents and other stakeholders will

- Make sure students in their care attend school
- Assist the school staff and board to achieve their vision
- Be involved in their child's learning and encourage self responsibility towards their learning
- Be enthusiastic about the school and the opportunities it offers to young people
- Feel welcome and attend school events and ceremonies to reward success
- Be openminded to new and innovative teaching techniques

Our expectations: Industry partners will:

- Welcome the opportunity to mentor learners
- Offer work experience and coach learners when they take up the opportunity
- Offer apprenticeships to learners who have excelled and impressed during their work experience

A long-term strategic planning section that establishes the board's aims and purposes. The board will be actively involved in the school on a regular basis. This plan will be refined as planning proceeds.

Goals	2014	2015	2016	2017	2018
To create a positive learning environment	Employ enthusiastic and well qualified teachers and tutors Treat learners as individuals Use accelerated learning techniques	Employ enthusiastic and well qualified teachers and tutors Treat learners as individuals Use accelerated learning techniques	Employ enthusiastic and well qualified teachers and tutors Treat learners as individuals Use accelerated learning techniques	Employ enthusiastic and well qualified teachers and tutors Treat learners as individuals Use accelerated learning techniques	Employ enthusiastic and well qualified teachers and tutors Treat learners as individuals Use accelerated learning techniques
To create a well recognised trades training school	Promote the school within the community and industries Ensure all resources are appropriate and up to date	Ensure students have access to modern equipment and tools to practise Involve Industry partners to ensure education matches their needs	Ensure students have access to modern equipment and tools to practise Involve Industry partners to ensure education matches their needs	Ensure students have access to modern equipment and tools to practise Involve Industry partners to ensure education matches their needs	Ensure students have access to modern equipment and tools to practise Involve Industry partners to ensure education matches their needs
To involve industry partners in learning and outcomes	Board to involve industry partners Have industry partners as mentors and guest speakers	Ensure industry partners are mentors and guest speakers	Work with Industry partners who offer work experience and job placements to learners	Work with Industry partners who offer work experience and job placements to learners Industry partners offer apprenticeships to students	Work with Industry partners who offer work experience and job placements to learners Industry partners offer apprenticeships to students
To have interactive learning and focus on the needs of individuals	Independent Learning Plans	Create ILPs Learn in groups Focus on outcomes Help students to engage with their learning	Create ILPs Learn in groups Focus on outcomes Help students to engage with their learning	Create ILPs Learn in groups Focus on outcomes Help students to engage with their learning	Create ILPs Learn in groups Focus on outcomes Help students to engage with their learning
Meet government outcome requirements	Teach LLN. Measure progress on Learning Progressions Teach trade skills	Teach LLN. Measure progress on Learning Progressions Teach trade skills	Teach LLN. Measure progress on Learning Progressions Teach trade skills	Teach LLN. Measure progress on Learning Progressions Teach trade skills	80% of learners leave with a minimum of L2, reach Step 3 on the learning progressions and be in an