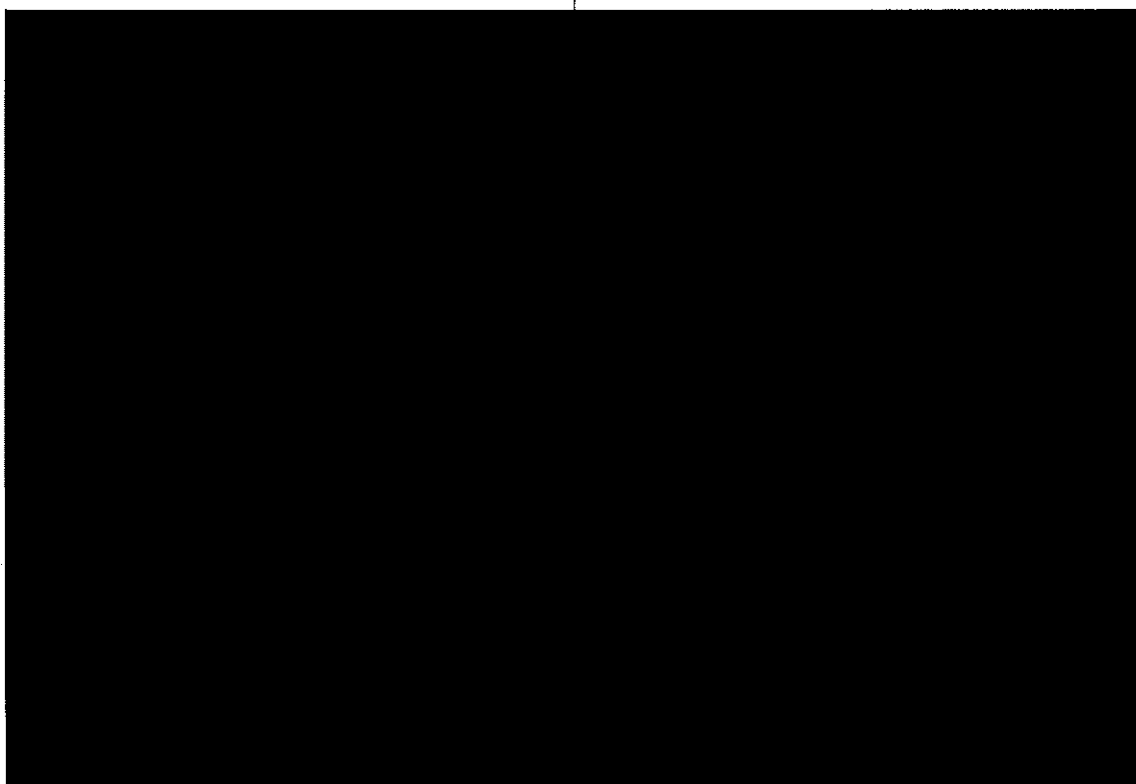


Request for Application to operate a Partnership School | Kura Hourua opening in 2015.

s 9(2)(a) OIA



Submitted By: **The Corelli National School of the Arts**
'The Art of Education'

ISSUE DATE	19 December 2013
CLOSE DATE	11 March 2014 12:00 pm

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● Introduction

This document is the form of response to the Request for Application to operate a Partnership School | Kura Hourua (Partnership Kura) opening in 2015. Please follow the overarching instructions set out in Part One – Requirements and Rules.

NOTE:

Your Application must not exceed 100 pages. This includes supporting attachments, but excludes the following sections:

- Cover page
- Table of content
- Notice of Intent to respond
- Applicant contact details
- Assumptions, risks and caveats
- Applicant organisation overview
- Applicant declaration
- Applicant checklist.

1) Applicant Contact Details

i) Contact person for this Application

Contact person:	David Selfe			
Position:	Educational Manager & Arts Director			
Phone number:	09 476 5043 Front Desk			
Mobile number:	[REDACTED] s 9(2)(a) OIA			
Email address:	[REDACTED]			
Is the contact person authorised to negotiate?	Yes			

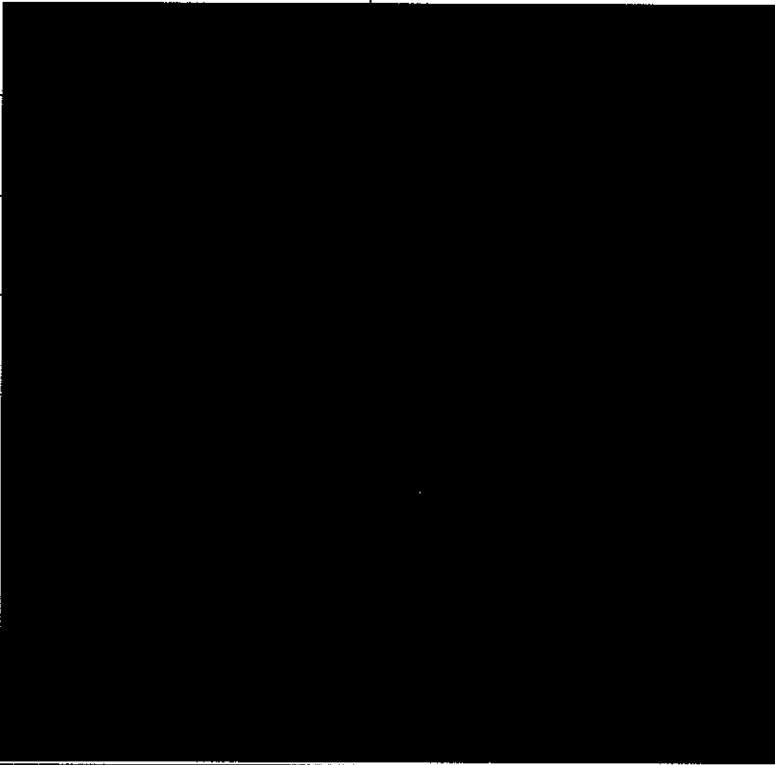
ii) Sponsor Organisation

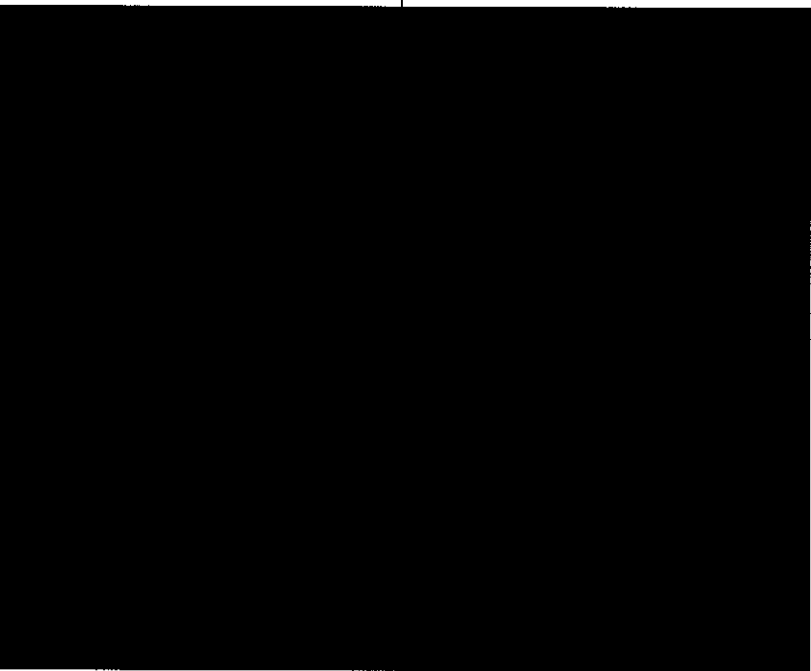
Complete the following table detailing the organisation that will, if successful, be named as the Sponsor of the school.

Full legal name:	The Corelli National School of the Arts. (This name is reserved and is pending registration).		
Trading name: (if different)	<i>The Corelli National School of the Arts</i>		
Name of parent organisation:	The Corelli School – Legal name, Ardern Holdings Ltd Company's Office number is : 802351		
Physical address:	50 Anzac Rd, Browns Bay, North Shore, Auckland.		
Postal address:	Private Bag 93603 Browns Bay, North Shore, Auckland 0753		
Website:	www.corelli.school.nz		
Location of head office:	At Accountants – Bowden, Williams & Associates, Margot St, Newmarket, Auckland.		
Type of entity (legal status):	<i>Limited liability company</i>		
Registered Charity	NA		
Charity (or) Company registration #:	Company registration number is pending.		
Country of residence:	NZ		

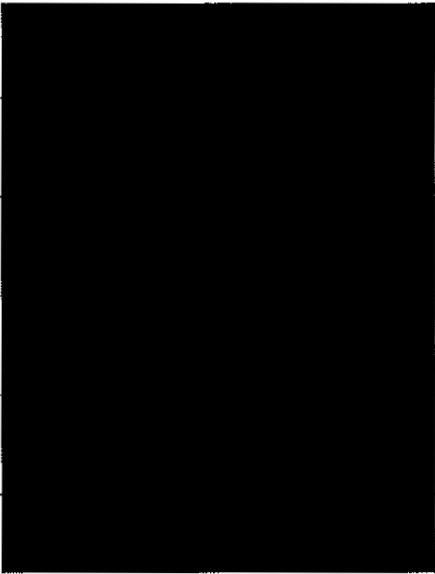
iii) Referees

Please supply the details of three referees. Referees provided should be able to attest to your organisation's capability in the areas of education, business and community engagement. Please do not provide employees of the Ministry of Education as referees.

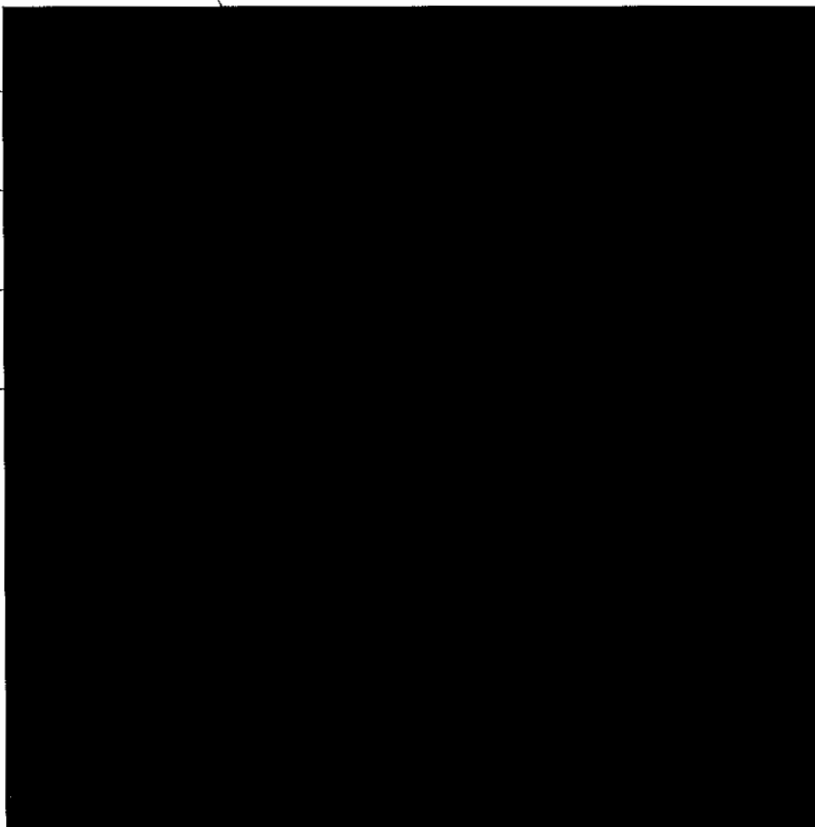
Referee #1		s 9(2)(a) OIA
Name of organisation:		
Name of referee:		
Telephone:		
Email:		
Relationship:		
When:	1999 – current	

Referee #2		s 9(2)(a) OIA
Name of organisation:		
Name of referee:		
Telephone:		
Email:		
Relationship:		

When:	From 2001 through to the present.
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Referee #3		
Name of organisation:		
Name of referee:		
Telephone:		
Email:		s 9(2)(a) OIA
Relationship:		
When:		

s 9(2)(a) OIA

Referee #4	
Name of organisation:	
Name of referee:	
Telephone:	
Email:	
Relationship:	

When:

2) Applicant Profile

i) Applicant Organisation

Do you intend to establish a new legal entity to run the school?

Yes. The new name is 'The Corelli National School of the Arts'.



- Will the Sponsor organisation run the school or subcontract some or all of the operation of the school to other parties (delete non applicable)?

The sponsor organisation will run the Composite School Years 1 – 13 and subcontract the Kindergarten.

ii) Overview of Applicant's organisation

Type of organisation:	A Full-time registered composite school from Year 1 to Year 13. MOE no 1640.
Year established:	2001
History:	<p>The school was built to create academic excellence through the arts.</p> <p>The Corelli School has adopted a European Arts School successful model. It has been a national leader with the International Cambridge Examinations and eight other examination boards.</p>
Summary of experience relevant to your application to operate a Partnership Kura:	<p>I, David Selfe, have administered educational services since 1996 in New Zealand. Also having taught here and overseas since 1983 after graduating from The Royal Academy of Music London.</p> <p>Children I know and understand, as a father of four.</p>

<p>s 9(2)(a) OIA</p>	<p>Having created a unique family atmosphere where students cannot wait to get to school and do not want to go home, I am confident this Arts model at a national level, will be a national asset. Allowing Children to be themselves in a creative, supportive environment, is why we created the Corelli School.</p> <p>The Advisory board for 'The Corelli National School of the Arts', will consist of the following directors and members.</p> <p>██████████ – Director (Business Financer/Advisor)</p> <p>David Selfe – Director (Educational Manager)</p> <p>██████████ – Property Advisor (Development)</p> <p>██████████ – Business Planner (Fiscal management)</p> <p>Plus additional shareholders.</p>
<p>Total number of staff in NZ:</p>	<p>28</p>
<p>Number of locations in NZ:</p>	<p>One</p>
<p>Overseas locations:</p>	<p>None. But the European arts model is well known in the; UK-London (Purcell School), Canada-Toronto (Markham High School), Australia-Sydney (Brent Street School).</p>

iii) Current business commitments

<p>Business activities:</p>	<p>The Corelli School is the only current business commitment. No other distractions are known.</p>
<p>Other Contracts with government</p>	<p>No other contracts exist apart from the maintenance funding we qualify for as a working private school.</p>

iv) Probity

<p>List any pending claims against the organisation:</p>	<p>None</p>
<p>List any court judgments or other decisions that have been made against the organisation in the</p>	<p>None</p>

last 6 years:	
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v) Proposed Subcontractors

Disclosure: Applicants must indicate and provide details below if they intend any person or organisation, who is not an employee, to sub-contract on any part of the application requirements.

Sub-contractor #1	
Sub-contractor name:	<i>Lana van der Harst</i>
Address:	<div style="background-color: black; width: 300px; height: 1.2em; display: inline-block;"></div> s 9(2)(a) OIA
Specialisation:	<i>Preschool provider.</i>
Describe the deliverables the sub-contractor will be responsible for:	<i>All Preschool requirements for The Corelli National School of the Arts. Including safety, staffing and all statutory regulatory requirements.</i>

Reference 8 -- A letter from Fame Preschool to supply management and staff.



vi) Financial Information

Current financial status:	As a fee paying private school, we have full accountability with a corporate structure. All IRD, wages and lease commitments are up to date. s 9(2)(b)(ii) OIA
Gross revenue:	<div style="background-color: black; width: 100%; height: 150px;"></div>
Net profit (surplus) and Net Assets:	

Last audited financial accounts:	Year ending December 2012 (not audited).			
Copy of latest audited accounts attached?	Yes	2011 & 2012		
Copy of latest annual report attached?	NA			
Is organisation in dispute with any trade union?			No	

3) School Overview

The School Overview section is a summary of the information set out in the body of your application, and should only be completed once your application is prepared. This is an unassessed section of the application, and is only used for information purposes by assessors.



i) School Location

Enter the address / location of your proposed Partnership Kura.	50 Anzac Rd, Browns Bay, North Shore, Auckland. Site one.
Do you propose to operate the school at more than one location? If yes, provide the proposed locations for each of the sites.	Yes. Site One - 2015 and onwards. Site Two - 2018 and onwards in Wellington. Site Three - 2021 and onwards in Christchurch.

ii) Year Groups Year -3, -2, -1 with preschool (2,3, and 4 year olds) and Year 1 to Year 13 with the Corelli National School.

iii) Priority Learner Groups

Enter the estimated number of students from each of the priority learner groups that will attend your school, when the roll is full. Ensure that the numbers used in this section are reflective of the demographic data you have set out in the body of your application.

Māori	Pasifika	Children from low socio economic backgrounds	Children with special education needs
As many as apply	As many as apply	As many as apply	5%

iv) School Roll

If you propose to operate the school at more than one location, you must provide a table for each of the proposed locations and a summary table showing the total combined roll for the school. Please ensure that you have fully explained and justified your decisions around school roll and location in the body of your application.

Note The establishment of the first Corelli National School of the Arts in Auckland is the priority. This successful model can then be applied to Wellington and Christchurch. The location of the school in these two cities does not have to be centrally placed as the unique programmes will attract students.

- A copy of this table is provided in the MS Excel workbook, with formulae that will calculate the % change and total each of the columns. Applicants may use this version and simply copy and paste the details from that table as a replacement to below.
- Delete the rows for the year levels that do not apply to the proposed school.

Year	*2015 Roll	2016 Roll	% Change	2017 Roll	% Change	2018 Roll	% Change	2019 Roll	% Change
1	24	24	0%	24	0%	24	0%	24	0%
2	24	24	0%	24	0%	24	0%	24	0%
3	24	24	0%	24	0%	24	0%	24	0%
4	24	24	0%	24	0%	24	0%	24	0%
5	24	24	0%	24	0%	24	0%	24	0%
6	24	24	0%	24	0%	24	0%	24	0%
7	24	24	0%	24	0%	24	0%	24	0%
8	24	24	0%	24	0%	24	0%	24	0%
9	24	24	0%	24	0%	24	0%	24	0%
10	24	24	0%	24	0%	24	0%	24	0%
11	24	24	0%	24	0%	24	0%	24	0%
12	24	24	0%	24	0%	24	0%	24	0%
13+	24	24	0%	24	0%	24	0%	24	0%

Inter Stu	24	48	100%	48	0%	48	0%	48	0%
Total	336	360		384		384		384	

* Please see Reference 1

Reference 9 – Current Parent Testimonials

4) Executive Summary

- 1) Provide an executive summary of no more than 800 words that clearly sets out the distinctive mission of your proposed school, why you are planning on establishing it, what it will achieve, and how it will achieve it.

Talent is not decile bound.



s 9(2)(a) OIA

- A compelling 1-2 sentence mission statement that sets out the purpose of your school.

The Corelli National School of the Arts will be dedicated to delivering an arts-induced academic curriculum that incorporates inspiration into the everyday working and learning environment. Its intent is to foster the creative talents and celebrate the individuality of every child, regardless of ethnicity or socio-economic status, which in turn builds confidence; the key to successful learning.

- A coherent and concise description of what the school will look like in 5-10 years if it is achieving its mission;

In 5 to 10 years the school will be recognised nationally as the backbone of the emerging New Zealand artistic and academic community, with its pupils leaving school ready and more than able to contribute to the arts and higher level study, both nationally and internationally.

It will have a full capacity roll of 312 school students from around New Zealand and 40 kindergarten children, all of whom will be engaged and enjoying school/preschool. They will all be working on their selected arts study and other academic subjects with qualified, specialist teachers. Students will all have

regular, frequent opportunities to present their chosen art to the public through either performance or exhibition.

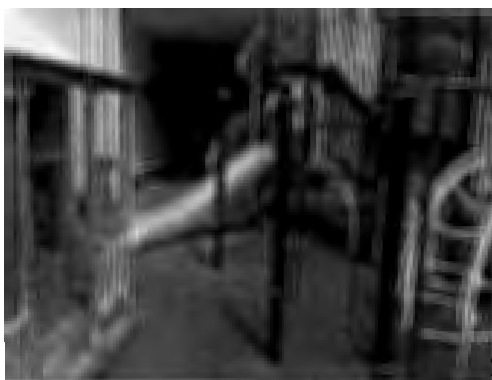
The school will have full facilities including, but not restricted to: a boarding establishment for 30 students, a caretaker's flat, a housemaster's flat, approximately half an acre of field, dance studios, music studios, drama suite, fully equipped visual arts department, fully equipped science laboratories, thirteen (13) large, well-resourced classrooms, kindergarten facilities, playgrounds, and offices for administrative staff.

The parent body will be included in their children's education facilitated through effective communication. They will be encouraged to support their child(ren) in both their arts endeavours and their academic studies.

- A coherent and concise summary of the school's performance goals and how they will be measured.

Kindergarten:

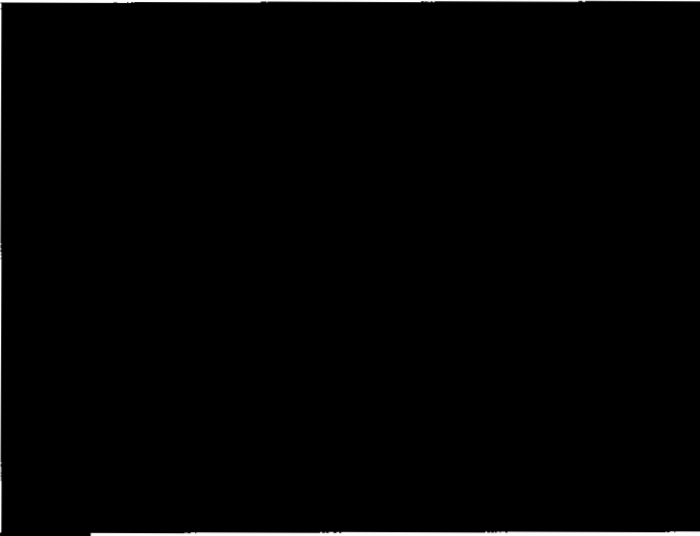
Students will be well-prepared and confident to enter the school environment at age five with some experience and appreciation of the arts. This will be measured by the School Entry Assessment test, plus observation by the classroom teachers as they progress through Kindergarten and upon entry to school.



Playground.

Primary/Intermediate:

- *90% of students will achieve at or above their chronological age expectation in Literacy and Numeracy, measured by standardised tests in common usage in New Zealand (details are in other responses on this form). Those who do not meet this standard will be given special assistance appropriate to their needs.*
- *All students will pass with high marks in examinations in their chosen select study every year: many students will sit two or more examinations (e.g. ABRSM Grade 4 Piano)*
- *All students will have performed or exhibited in a public event at least four times per year. The school keeps performance recordings and keeps records of who has exhibited.*



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practising in one of 10 practice rooms at 8am at school.

Secondary:

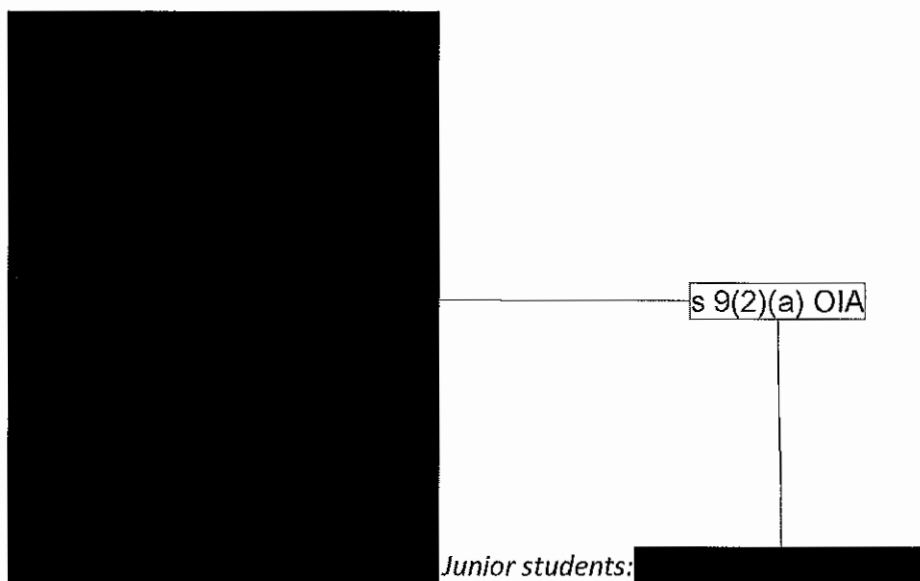
- *All secondary students will gain sufficient qualifications for University Entrance: most will attain many more points than the minimum requirement. This will be measured by the Cambridge Examinations system. They will have studied and passed a broad, general education including: Combined Science, Mathematics, English Literature, English Language, Geography, History and Art & Design in addition to their selected arts study.*
- *All students will pass with high marks in examinations in their chosen select study every year: many students will sit two or more examinations. They will be ready to audition for National and International tertiary study in their chosen art on leaving school.*
- *All students will have performed or exhibited in a public event at least eight times per year. The school keeps performance recordings and keeps records of who has exhibited.*

Students at all levels will be guided to be self-managing, curious learners who have respect for themselves and others. They will acquire the skills to solve problems and identify goals, and know what they can do in order to achieve those goals.

- *A clear description of the student population/priority goals the school will serve.*

The school will serve students with an interest in the arts.

- *Students who are from Maori, Pasifika and NZ European cultures. The arts reflect and celebrate cultural difference and overrides cultural boundaries.*
- *Students from low socio-economic backgrounds; they will not be excluded from a quality arts education because they cannot afford private school fees.*
- *Very young children (Kindergarten) in preparation for on-going education in a quality arts environment.*



5) PURPOSE AND GOALS

2) Provide a statement of purpose and goals that:

a) sets out your distinctive mission and vision, including:

MISSION

At Corelli we believe that the education of children should be multi-dimensional, inspirational, and individualised, to suit the learning power that is unique to each child. By developing their unique arts' talents, students will develop confidence which ripples through to all academic pursuits, creating happy, creative, successful, independent thinking adults.

VISION

The Corelli National School of the Arts will be dedicated to upholding an arts-induced, academic curriculum that incorporates inspiration into the everyday working and learning environment with the intent to foster and celebrate the individuality of every child and enable them to trust their own ways of understanding the world.

i) why you are proposing to open your school;

We want to open an arts-based school at a national level because there is a proven demand for New Zealanders to be nurtured in an organic style of education which is not linear. At The Corelli National School of the Arts, students will be able to develop their artistic talents to an international level, therefore contributing to tomorrow's culture. Even if they choose to have a career outside of their chosen art, the confidence and discipline produced in this style of study will enable them to excel in their chosen career path.

ii) what makes it unique and sets it apart from existing provision;

The timetable makes it unique. The same percentage of time as in State Schools is allocated to English, Mathematics, etc., but the day is extended due to the demands of the arts programmes, with some courses starting at 8am and other courses finishing at 5pm. Please refer to the timetables later in Educational Plan.

iii) how it will enable improved student engagement and achievement;

It will enable improved student engagement and achievement by finding each student's passion and nurturing this. As every child learns differently, this is a given requirement for success. A child who is

interested in what they are doing is more likely to maintain engagement and, as a consequence, achieve highly. By creating a supportive family environment, students do not waste their energy on how they are perceived by their peers and are allowed to be themselves. All recent reports on Arts focussed education from Sydney University/ Australian Government prove the above statement.

- b) defines the schools performance objectives and how these will be achieved and measured;

Please see Section 6, question 13 for measurement of academic and arts performance.

- c) provides demographic evidence that demonstrates the need for a new school and/or new school places in your proposed location and

Steady growth in the North Shore area has put pressure on the local schools, particularly in the East Coast Bays and Whangaparaoa areas. With the rapid development of the Long Bay area and Silverdale area, there is a need for new schools at the northern end of the North Shore.

<u>Name</u>	<u>Region</u>	<u>Population</u> census 1996-03-05 r	<u>Population</u> census 2001-03-06 r	<u>Population</u> census 2006-03-07 r	<u>Population</u> census 2013-03-05 r
North Shore (Northern Auckland)	Auckland	202,263	219,912	248,106	273,594

There is very little arts-based activity on the North Shore when the population is considered. Most urban areas the size of the North Shore support a professional orchestra, have a substantial art gallery and have a substantial following in dance and drama. There are a handful of facilities such as the Bruce Mason Centre; however, this is minimal given the size of the area. Having an arts school on the North Shore will feed and nurture the development of the arts in this area, as well as catering for students from all over New Zealand. Also, many local state schools, such as Rangitoto College, are at capacity.

The school is situated near one of the largest areas of urban growth in Auckland; e.g. The Millwater Estate in Silverdale (15 minutes from Browns Bay), and also the Lang Bay development. The Corelli National School will offer another educational choice to the newcomers to the area. Every other major city in the world has a school built on this Arts model, e.g. The Yehudi Menuhin School in London. If we wish to be culturally supportive, then the Arts need to be fostered, encouraged and made available to everyone.

- d) outlines the key advantages of your application, including the educational track record of the sponsoring organisation.

The Art of Education...

There is no other school in New Zealand, offering the same high standard and quantity of arts-focused education. As many new studies have proven, the skills needed and developed in the arts dramatically improve student achievement in academic subjects and personal development. Please see the pertinent report by the Australian Government and Australia Council for the Arts below, and visit the links for the first and second innovative talks by Sir Ken Robinson, which are listed after the report.

Sydney University and the



Australian Government



27 September 2013

Research Shows Involvement in the Arts has wide-ranging Benefits for Young People

A joint study by the University of Sydney's Faculty of Education and Social Work and the Australian Council for the Arts has found that engagement in the Arts benefits students not just in the classroom, but also in life.

Students who are involved in the Arts have higher school motivation, engagement in class, self-esteem, and life satisfaction, researchers discovered.

The results, published in the latest issue of the prestigious Journal of Educational Psychology, found students who participate in dance, drama, music, and visual arts showed more positive academic and personal wellbeing outcomes than students who were not as involved in the Arts.

The comprehensive study, titled 'The Role of Arts Participation in Students' Academic and Non-Academic Outcomes: A Longitudinal Study of School, Home and Community Factors', examined 643 primary and high school students from 15 Australian schools, tracking their academic and personal wellbeing outcomes over two years.

Academic outcomes included motivation, homework completion, class participation, enjoyment of school, and educational aspirations, while personal wellbeing measures considered such factors as self-esteem, life satisfaction, and a sense of meaning or purpose.

Some of the strongest effects were found for students who spent high amounts of quality time in creative and performing arts subjects at school. Positive effects also resulted from home influences, such as how often parents and their children talked about and participated in the Arts.

Active participation, more than simply being an observer or audience member, also yielded stronger positive effects on school and personal wellbeing outcomes in the study.

According to lead author, Professor Andrew Martin: "The study shows that school participation in the Arts can have positive effects on diverse aspects of students' lives. "Whereas most previous research has been small-scale or focused on students' enjoyment in specific arts subjects, such as music, dance, drama, and visual arts, our research was large-scale and assessed outcomes beyond the Arts domain," he said. "It shows that the Arts can impact broader academic and personal wellbeing outcomes for young people."

At a time when different subject areas must compete for space in the school curriculum, the study's findings also emphasise the importance of the Arts in the school curriculum, according to Associate Professor Michael Anderson, one of the study's co-authors. "This study provides new and compelling evidence that the Arts should be central to schooling and not left on the fringes," he said.

The results raise significant policy implications for how Arts-based learning is integrated into the school curriculum, says Australia Council Acting Director Community Partnerships, Dr David Sudmalis. "Not only does this study demonstrate that the Arts help deliver positive outcomes in engagement and motivation for students outside of the Arts domain, it also shows that high quality, participatory arts education has the greatest impact," Dr Sudmalis said. "These important findings show the significance of partnerships between the Arts and education sectors, where artists and teachers work together to develop students' expertise in and through the arts."

The analysis was funded by the Australian Research Council, in partnership with the Australia Council for the Arts. The study team, led by Professor Andrew Martin, included Associate Professor Michael Anderson, Dr Robyn Gibson, and Ms Marianne Mansour, all from the University of Sydney, as well as Dr David Sudmalis from the Australia Council of the Arts.

A copy of the research is available at the *Journal of Educational Psychology* website.

Media enquiries: Kate Mayor, 02 9351 2208, 0434 561 056, kate.mayor@sydney.edu.au or Kirsten Andrews, 02 9114 0748, Kirsten.Andrews@sydney.edu.au

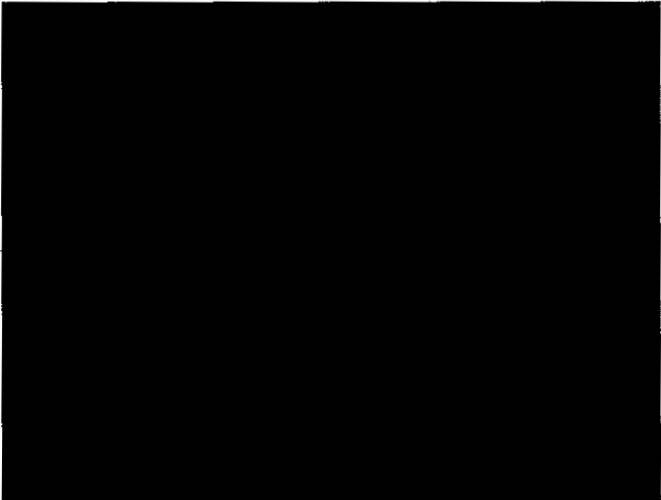
All interviews for Australia Council for the Arts with Dr David Sudmalis contact:

Karen Smith, 02 9215 9030, K.Smith@australiacouncil.gov.au

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html

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Educational track record of the Sponsor Organisation: (Reference 13- Certificate Samples)

Academic Awards: (CIE = Cambridge International Examinations)

CIE -Top centre November 2003

CIE- Top centre November 2004

CIE Students ranked in the top 5 in one or more IGCSE or AS/A Level subjects in New Zealand in 2004

CIE -Top centre November 2005

CIE -Top centre November 2008

CIE -Top centre November 2009

CIE- Top Centre November 2010

CIE -IGCSE (O Level) Music top in New Zealand 2003

CIE- IGCSE Music top in New Zealand 2004

CIE - Highest mark in New Zealand- Drama 2009

Students attained an A* (A Star) which means the Top 10% in the world, in IGCSE (Year 11)- (International General Certificate of Secondary Education) for the following:

2003 Literature

Music (Top in New Zealand Award)

2004 Music (Top in New Zealand)

2005 Art & Design

2007 English Language

English Literature

2009 Drama (Top in New Zealand

Combined Science

English Literature

English Language

2010 English Language, Music

Art & Design

English Language (sat in Year 10)

2012 Mathematics
English Language
English Literature
Combined Science
Geography
Art and Design

2013 Art and Design

Subjects in which students attained Grade A at A Level (Year 13) (A* introduced at this level in 2010)

2006 Music

2008 Art & Design

2010 Art & Design (A*)
Literature in English
History (A*)

2011 Art & Design (AS)
English Literature

2012 Art & Design 2x A*

MUSIC:

IRMT (Institute of Registered Music Teachers) Music Semi-finals competition 2009

1st, 2nd and 3rd places

IRMT Music FINALS competition 2009

First Place - Sonata Class

March 2011: A Pasifika student received an Auckland Philharmonia Scholarship award through Corelli. He had the opportunity to play in the orchestra and do a solo as well. The Orchestra leader communicated with the school how exceptionally well he performed and behaved, saying he was a credit to his school.

2011 Highest Mark in New Zealand for Musical Theatre (Trinity College London) Grade 4

2010 - ATCL (Associate of Trinity College London) Recital Diplomas awarded to two Corelli students: Both were invited to the corresponding LTCL Diploma Ceremonies.

Associated Board of the Royal Schools of Music (ABRSM) - Examinations Results:

2005-2010: (Practical) 33% Distinctions 46% Merit

(Theory) 55% Distinction 25% Merit

2011 (Practical) 10% Distinctions 60% Merit

(Theory) 20% Distinction 30% Merit

2012 (Practical) 43 % Distinctions 36% Merit

(Theory) 29% Distinction 43 % Merit

2013 (Practical) 20% Distinctions 60% Merit
 (Theory) 25% Distinction 33% Merit

DANCE:

2008 North Island and Melbourne State Dance Championships

Highest scoring solo over 12 years

Elite Title Award (Overall winner)

N.Z.A.M.D. (New Zealand Association of Modern Dance) Examination Results 2010:

(marks in brackets are what the student had to achieve to attain that grade)

20% passed with Honours with Distinction (95%-100%)

33% passed with High Honours (90% - 94%)

20% passed with Honours (85%-89%)

20% passed with Very Highly Commended (80%-84%)

& 7% passed with Commended (70-74%)

(i.e. 75% of the students who sat the exams received between 85 and 100%)

N.Z.A.M.D. Results 2013

100 pass rate (42% Distinctions or High Honours)

2009 The New Zealand School of Dance Junior Associates Programme. Out of 20 students chosen for either Ballet or Contemporary throughout all of New Zealand, two Corelli students were successful.

R.A.D. Royal Academy of Dance Results 2009

36% of all who sat attained Distinction and 55% attained a Merit

R.A.D. Royal Academy of Dance Results 2010

44.5% of all who sat attained Distinction and 44.5% attained a Merit

R.A.D. Royal Academy of Dance Results 2011

100 pass rate (33% Distinctions & 67% High Merits)

Also a senior student passed with Merit her Vocational Graded Examination in Dance: Intermediate (ballet)

R.A.D. Royal Academy of Dance Results 2012

100 pass rate (39% Distinctions & 39% High Merits)



DRAMA:

- CIE Drama – in 2009 every IGCSE student who sat Drama attained an 'A' or 'A *' (A Star), with one of those A* students attaining the highest mark in New Zealand.
- Trinity Drama Exams 2009 – out of 24 exams sat, 29% passed with a 'Merit' and 71% with a 'Distinction', with one of those Distinctions, being the highest Grade 6 Speech and Drama result in New Zealand.
- At the 2009 Sheilah Winn Shakespeare Festival 2 students were recommended by judges for the most promising actor award.
- Over 2007 – 2010 the Trinity Drama Examination results have been as follows:
47% passed with Distinction
42% passed with Merit
(i.e. 89% of students from Corelli who took the exams, passed with either a Distinction or a Merit.
- 2011 Trinity Results: 100 pass rate. (72% Distinction, 22 % Merit, 6 % Pass)
Kia Kaha Group Devised = 6 members Distinction
Tapu Group Devised = 4 members Distinction
Musical Theatre 100% Distinction
Highest Mark in NZ Trinity Grade 4 Shakespeare
- 2012 Trinity Results: 78% Distinctions 11% Merits
- 2013 Trinity Results: 50% Distinctions 33% Merits

ART & DESIGN:

2009 New Zealand Young Designers Awards:

Of our 5 finalists entered; Corelli students came 2nd and 3rd in the Junior Visual Arts Section, Another Corelli student came 4th in the Intermediate Wearable Art section, and a student came 6th in the Adornment section and another student came 6th in the Senior Visual Arts section.

2010 New Zealand Young Designers Awards:

Our 6 young entrants achieved the following:

- (Year 13) - **First Place**, Senior (years 12-13), Visual Arts Design- sculpture.
- (Year 8) - **First Place**, Junior (years 7-8), Visual Arts Design-Drawing and Painting.
- (Year 7) - **First Place**, Junior (years 7-8), Visual Arts Design- Sculpture.
- (Year 11) - **Second Place**, Intermediate (years 9, 10 & 11), Fashion Design- Costume, cultural, wearable art.
- (Year 9) - **Thlrd Place**, Intermediate (years 9, 10 & 11), Visual Arts Design- Drawing and Painting.
- (Year 7) - **Highly Commended**, Junior (years 7-8), Fashion Design-Costume, cultural, wearable art.

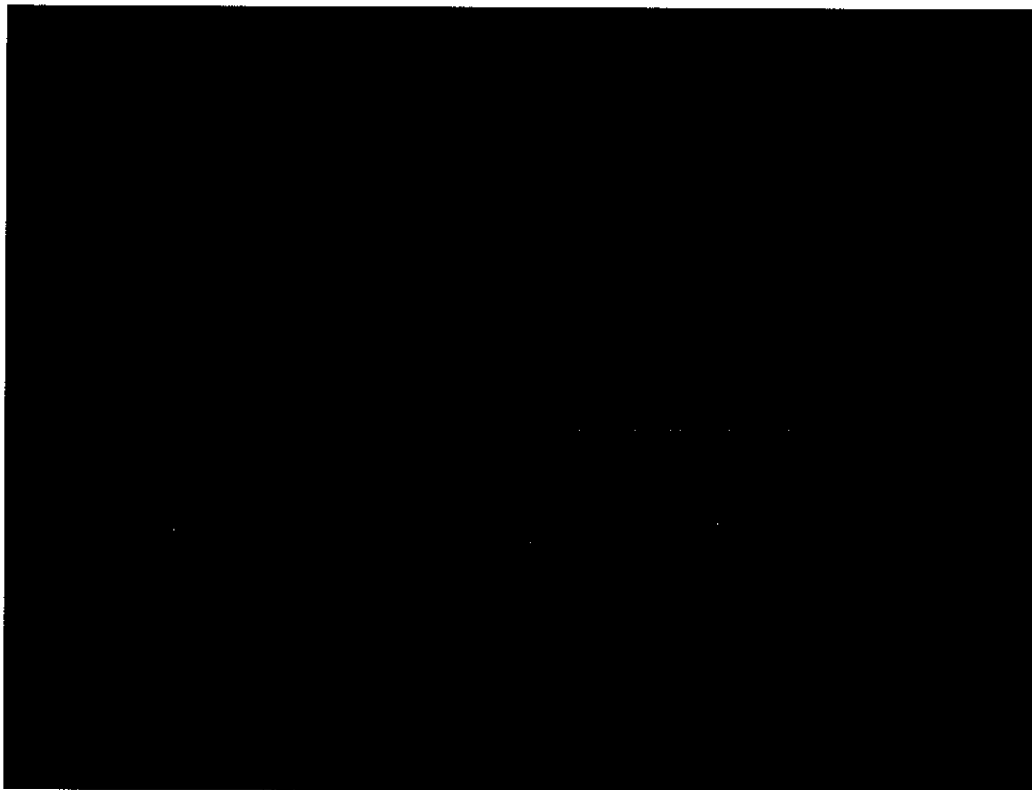
2011 Schools Trash to Fashion (ST2F):

- (Year 12) winner of Highly Commended Award in "Dare To Wear", Secondary School Section.
- Finalist - (Year 7) (also selected to exhibit his design at a Rugby World Cup "Party Central" event in October, to represent 2011 ST2F.)
- Finalist - (Year 6)
- Finalist - (Year 5)

2011 YOUNG DESIGNERS:

- Year 12, 2nd Place winner in Senior wearable art section

6) EDUCATIONAL PLAN



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The organic Visual Arts Space

- 3) Describe the curriculum to be used. If you are not using The New Zealand Curriculum or Te Marautanga o Aotearoa, please

- a) explain and provide evidence to support why you have chosen an alternative curriculum;

At Kindergarten level, students will engage in Music, Art, Dance and Drama in addition to the normal Early Childhood programmes as set out in Te Whariki. For example, a Suzuki music programme will be available for 3 to 5 year olds.

The curriculum to be used for Years 0 to 9 is a combination of The New Zealand Curriculum, the Cambridge Primary Programme plus the specialist curricula for Associated Board of the Royal Schools of Music (nz.abrsm.org), Trinity College (www.trinitycollege.co.uk), Royal Academy of Dance (www.rad.org.nz), and New Zealand Academy of Modern Dance (www.nzamd.co.nz)

At Years 7 to 9, the students also work on simplified Cambridge Examination work.

For Years 0 to 9, all academic subjects are compulsory: Art, Mathematics, Science, Social Studies (which becomes History and Geography from Year 7), English, Physical Education, Health, Technology, and Choir. Selected studies are: Music, Visual Art, Drama, and Dance. (Students select one to work on intensively).

From Year 10 to Year 13, as well as the arts examination boards listed above, the Cambridge Examinations curricula will be followed: In Year 10 and 11: International General Certificate of Secondary Education, in Year 12: Advanced Subsidiary Level, and in Year 13: Advanced Level. Subjects

available will be: English Language, English Literature, Mathematics, Combined Science, Art (Painting and Drawing, Photography, Design), Music, Geography, History, Drama, and Physical Education.

The Curricula for the various arts programmes are set by internationally recognised organisations. Their programmes are rigorous, well-researched and have stood the test of time. The examiners are experts in the specific fields and are trained, moderated and supervised continuously. The curricula are frequently updated and use the most up-to-date material. Pedagogy is well-supported with internet-based/accessible materials.

Similarly, the Cambridge Primary Programme and Cambridge International Examinations curricula are internationally recognised and provide a global education, setting students up for success in whatever country they choose for tertiary study.

Both programmes are very well supported with excellent resources, professional development opportunities for teachers and rigorous maintenance of high standards. The expectations, requirements and examinations are transparent and readily available. New Zealand has a strong, growing group of schools which offer the Cambridge Examinations Syllabus as an alternative to NCEA. These schools are well-supported by the NZ Cambridge Schools Group. Please refer to www.cie.org.uk for further information.

b) outline how your alternative curriculum aligns with *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*.

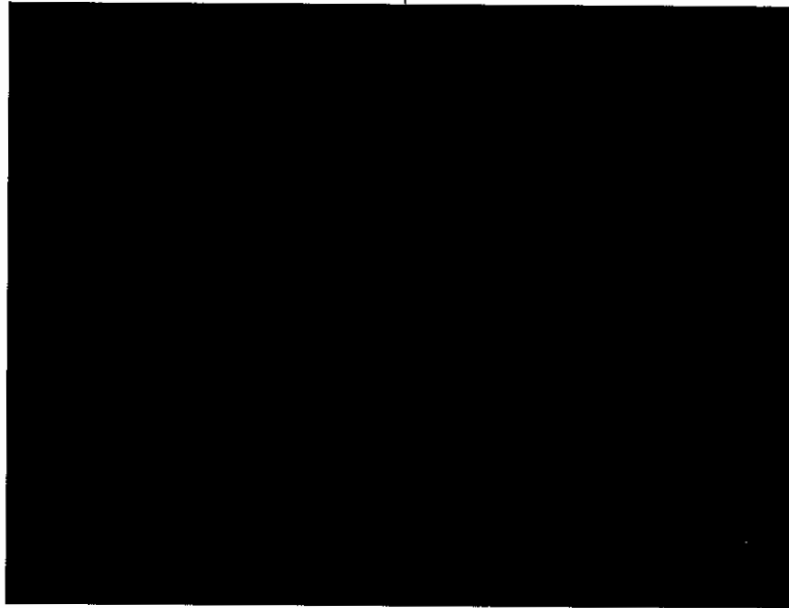
The Arts curricula, as listed above, cover the same ground as the New Zealand curriculum, but take each discipline much further. Also, there is an international measure of progress right from the earliest learners; this is not provided in the New Zealand Curriculum: experts in the various arts fields provide assessment and detailed feedback to students at all levels.

The Cambridge Primary Programme is very similar to the New Zealand Curriculum. It differs in that it is more specific in content knowledge for each Year level. Offering both curricula simultaneously utilises the strengths of both curricula and ensures that the students experience a seamless education as they progress through to the Cambridge Examinations in their senior years.

The Cambridge Examinations for Year 10 and beyond covers the same material as NCEA but the level expected for each Year is higher. There are opportunities for internal assessment with specially trained staff within the school; however, most final assessment is in examination form which is marked in the UK.

4) Detail how you plan to teach and deliver your curriculum across all your proposed year levels.

Every subject will be taught by a specialist teacher, from Year 1 through to Year 13. Eventually each year level will have its own class; initially, however, there will be six classes: Year 1 – 2, Year 3 – 4, Year 5 – 6, Year 7 – 9, Year 10 – 11, Year 12 and 13. In the selected studies of Music, Dance, Drama, and Visual Arts, lessons are either individual or small, mixed-age, similar-ability groups. Teachers of these select subjects will be experts in their field. Each subject will be timetabled to ensure equal and appropriate coverage, with each day lasting slightly longer than state school times to fit everything in. Some classes (e.g. Dance) will start at 8am and some may go until 5pm. Standard core classes will run from 8.55am to 3.15pm with morning tea and lunch breaks.



Confidence through Dance.

5) Explain how the teaching and delivery of the curriculum will produce better achievement outcomes for the priority learner groups.

- i) *Having specialist teachers for every subject means that what is being taught is accurate with depth of field-knowledge informing the programme. It also ensures that diagnostic, formative assessment and future planning is efficient and effective.*
- ii) *Having one teacher over a number of years in one subject provides a platform for continuity; for seamless education. It also is very efficient in that the systems and expectations are known at the beginning of each year, bypassing the usual six week familiarisation period. It supports the priority learner groups by providing consistency, and reducing the need to relearn routines every year. This is particularly valuable for children with **special needs**.*
- iii) *It supports **Maori and Pasifika** students in that every teacher gets to know their students and their families very well – there is no need to develop new relationships with numerous new teachers every year. Teachers become well-known to families, increasing trust and communication.*
- iv) *Having a **kindergarten** on-site with the same philosophy ensures a happy, successful transition to school.*
- v) *It supports **lower socio-economic** students because the arts are not decile specific: having a specialist arts school that is accessible to every student will ensure that children who have an interest, talent or passion in an arts field can have their educational needs met regardless of their parents' financial standing. Often these children are under-achievers in standard schools where their passion in an arts field cannot be sufficiently nurtured. (Gillian Lynne, the choreographer for the musical, "Cats", was sent by her regular school to be diagnosed with ADHD at age 8; her passion for dance was recognised by the specialist, her needs met at an arts school, and her success has been outstanding.) This school will provide an environment where every creative student can be nurtured and achieve their full potential.*
- vi) *It has been proven many times that engagement in the arts improves educational outcomes in all subjects.*
- vii) *The discipline and satisfaction that comes from studying an art improves confidence which impacts learning outcomes.*

- viii) Every child is encouraged to work on their strengths and passions – this contributes to self-determination and success. A child who is interested and passionate about a subject is a student who is far more likely to be engaged in their learning.

6) Provide a full list of the qualifications that your school will offer (if applicable).

CIE (Cambridge International Examinations): IGCSE, AS, A2 levels. (See question 3 for subjects offered)

ABRSM: (Music) Grades 1 to 8 in practical and theory examinations, Diploma (LRSM)

Trinity College: (Drama) Grades 1 to 8 in Speech and Drama, Individual Acting Skills, Shakespeare, Musical Theatre, Diploma (ATCL, LTCL)

RAD: (Ballet) Pre-Primary to Diploma

NZAMD: (Contemporary Dance) Introductory to Diploma

7) Explain why you are confident students will be able to achieve the National Standards (those in Years 1-8) or your proposed qualifications using the curriculum and teaching methods you have proposed. Be specific and provide evidence such as student achievement data where possible.

Using the curriculum and teaching methods proposed will ensure students achieve the National Standards. This has been proven with the existing school where, in 2013, 80% of students from Year 3 to Year 9 were reading at least one year ahead of their chronological age (Probe testing). Students in Year 1 and 2 met the NZ National Standards as in the Ministry of Education document. In Spelling, 75% were at or above their chronological age in Years 4 to 8. In Mathematics, 75% of students met or were above the required level in numeracy. Those who fall below the set standards are identified early in the year and given specific, targeted support. Most of the students who did not meet targets at the end of 2013 were either new to the school, ESOL or special needs (severe dyslexia, FASD). Similar results have been achieved in previous years.

Staff are committed to, and supported to assist students who are not meeting targets, e.g. The ESOL teacher assists staff to cater for new speakers of English through professional development sessions and in-class support. The English teacher responsible for teaching reading and writing is trained in Reading Recovery.

8) If you plan on targeting Māori students, outline your plans for:

- a) achieving success for Māori in education, so that students are enjoying and achieving success as Māori www.minedu.govt.nz/theMinistry/PolicyandStrategy/KaHikitia.aspx; and

Students, parents, whānau, hapū, iwi in our community, and the teachers at our school share high expectations for Māori students to achieve. Our curriculum reflects and positively reinforces where they come from, what they value and what they already know. This is done in consultation with the local Māori community and includes strategies such as: including Māori writers, poets, artisans, musicians, dancers in our studies thereby encouraging familiarity with the aspirations and achievements of Ngāti Whātua in particular, sharing contemporary and historical Māori artefacts and traditions with visitors from overseas, observance of Māori cultural values.

The high academic outcomes of Māori students will be achieved through partnership between the staff and whānau, and will include the students' input into goal setting, feedback and decision making. Please contact [REDACTED] a Māori parent, for a specific reference in this area; email: [REDACTED]

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- b) supporting Māori language in education: delivering strong, co-ordinated effort and investment www.minedu.govt.nz/theMinistry/PolicyAndStrategy/TauMaiTeReo.aspx)

Māori language will not be specifically taught as a separate subject. Awareness and basic vocabulary will be part of most academic classes, but full Māori immersion classes will not be available.

9) If you plan on targeting Pasifika students, outline your:

- a) plans for achieving Pasifika success using students' identities, languages and cultures as foundations to build upon www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation.aspx ;

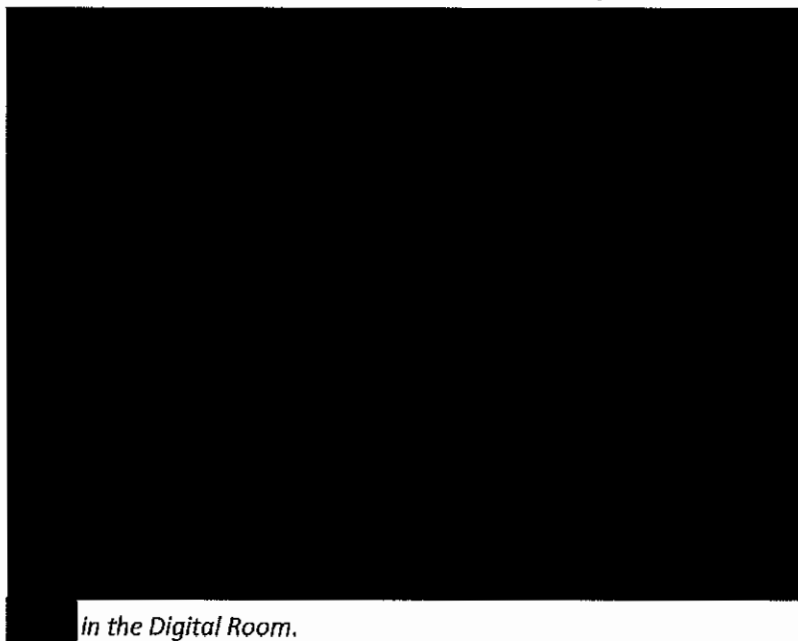
All Pasifika learners who attend The Corelli National School of the Arts will participate, engage and achieve in their education, being secure in their identities, languages and cultures and contributing fully to the school and wider community. As with all other students, Pasifika students will be encouraged and expected to perform in their selected art. Their family and wider Pasifika community will be strongly encouraged to attend and support performances. They will be involved in the learning process through informal and formal meetings.

- b) how the school will build its own Pasifika capability; and

The school will ensure all staff are capable of teaching in an inclusive environment, acknowledging the culture of Pasifika students and including their heritage as a teaching resource. The achievement of Pasifika students will be monitored and any needs addressed in consultation with their parents. The staff are already well-versed in teaching students from many cultures around the world. The normal school programme includes cultural assemblies, trips outside school, as well as inclusive classroom programmes which acknowledge and utilise cultural difference.

- c) how partnerships (as identified in question 14(c)) with Pasifika parents, families and communities are used to achieve Pasifika Success

Parents, families and communities of Pasifika students will be invited and welcomed to all school events and meetings. The school ethos includes a strong, welcoming atmosphere where all are included regardless of ethnic origin. Every effort is made to ensure parents, families and communities feel welcome and included. If necessary, consultation with the community will be carried out to improve their participation and involvement. The success of the Pasifika students will be communicated to their families and celebrated (along with all other students).



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in the Digital Room.

- 10) Outline how you will ensure an inclusive environment for students with special education needs, including:

a) how the school will demonstrate inclusive practices;

All students with special education needs are included in all classes. Special provision is made depending on their needs, but expectations are still high and all students are included. Examples: Wheelchair-bound students/blind students participate in Physical Education with modifications to equipment. All students, regardless of any special needs, have the same opportunities to perform (or exhibit) in their chosen selected study(ies). All students are commended for and encouraged to make their best effort in all areas.

b) how the school will build its capability to address the needs of students with special education needs; and

All students with special education needs have an IEP written in consultation with their parents, their specialists and all staff at the school. The focus of the IEP is to allow them full access to everything on offer at the school – we have had two students with physical needs participate fully in the Drama Programme, two students with high visual needs participate fully in the Music Programme, and one with multiple needs, including vision, participate in Art.

Teachers are supported to cater for these students through professional development and the provision of any special equipment/furniture as required.

The capability of the school to address the needs of students with special education needs is driven by the Special Needs Coordinator (currently the Deputy Principal). Requirements are assessed on a case by case basis, and staffing and equipment organised accordingly.

c) how partnerships with parents with students with special education needs are used to achieve education success.

Parents are kept fully informed of the student's progress through formal and informal meetings, emails, face-to-face conversations and written notes. They are fully involved in all decisions through the IEP process. Any specialist intervention is pre-approved by parents in consultation with teaching staff. Communication between all parties is strongly encouraged; this is essential in ensuring the success of the student.

Staff give feedback to parents and suggest ways of supporting learning at home (as with all students) with particular reference, as necessary, to the special needs of the child. For example, supporting a FASD child in Mathematics requires a different approach which the parents and teachers need to agree upon.

11) If you propose to operate a secondary school and are planning to offer a full subject range, explain how this will be resourced within the funding levels set out in your financial plan.

The subject range for the secondary school is similar in breadth to the primary school, and the teachers are the same. All students use all school facilities, e.g. all students use the fully equipped and established Science Laboratory. No extra funding is required (apart from the need, when the school roll is at capacity, for another fully equipped Science laboratory.)

12) If you are proposing provision for 0-8 year olds, explain how you will manage the requirements set out in the ECE regulations and the obligations of a Partnership School as set out in key documents (including legislation and the contract).

The Corelli National School of the Arts will provide the premises, and all equipment as required by the Ministry of Education ECE regulations. The facilities will have sufficient space for a maximum of 40 children aged from 2 years to 5 years. The design of the premises will have suitable space for a range of activities, storage, tailoring, and sufficient and suitable heating, lighting, noise control, ventilation and equipment to support curriculum implementation by the sub-contractor including arts-based activities: dance, music, visual art, and drama. There will be an outdoor area with compliant equipment and suitable, secure fencing. Space will be provided for an adult working area to enable staff to have breaks and carry out professional responsibilities. Sleeping and food preparation areas will not be necessary as the facility will not be designed for children younger than two years old. However, a suitable kitchenette and separate wet area for cleaning and paint preparation will be provided. This facility will be for the exclusive use of the service during the hours of operation.

The sub-contractor will be responsible for compliance with the Health and Safety, Curriculum, Governance, Management and Administration regulations as listed in the Ministry of Education website. The sub-contractor is also responsible for all funding applications and financial reporting requirements.

As the sub-contractor has considerable experience in ECE, compliance with curriculum delivery and achievement standards is assured. The subcontractor is currently a fully-licensed ECE provider and is committed to an arts-focused curriculum, and is fully supportive and keen to contribute to the unique nature of The Corelli National School of the Arts.

13) Detail tests, measures and tools, or other assessment tools that you propose to use, including:

- a) how student progress and achievement will be measured, tracked, reported and responded to, particularly in relation to National Standards (if applicable); and**

Each student will have their progress and achievement measured by a number of assessment methods: observation and discussion with classroom teachers, teacher-created tests, standardised tests (Probe Test of Reading Comprehension, Schonell Spelling test, Burt Ward Decoding test, School Entry Assessment, 6 Year Net, Junior Mathematics Assessment tool (JAM), Numeracy Project diagnostic tests), use of exemplars, particularly in writing. The results of the standardised tests are to be collected by the Deputy Principal onto a database which enables tracking of individual student's progress, as well as identifying school-wide trends in both strengths and needs. The results of each student's tests are used to inform parents of their child's progress and discuss the next steps in the learning process or any remediation necessary.

The school sets its own standard at a similar or higher level than National Standards in Literacy and Numeracy. Any student who does not meet this standard is identified and a plan put in place to accelerate their learning so that targets can be met. This plan is made in collaboration with the student, their parents and the teachers.

From Year 10, the academic curriculum is summatively assessed by the external CIE examinations. Materials from CIE are used throughout the year to check that students are meeting the standards required to do well in the final examinations.

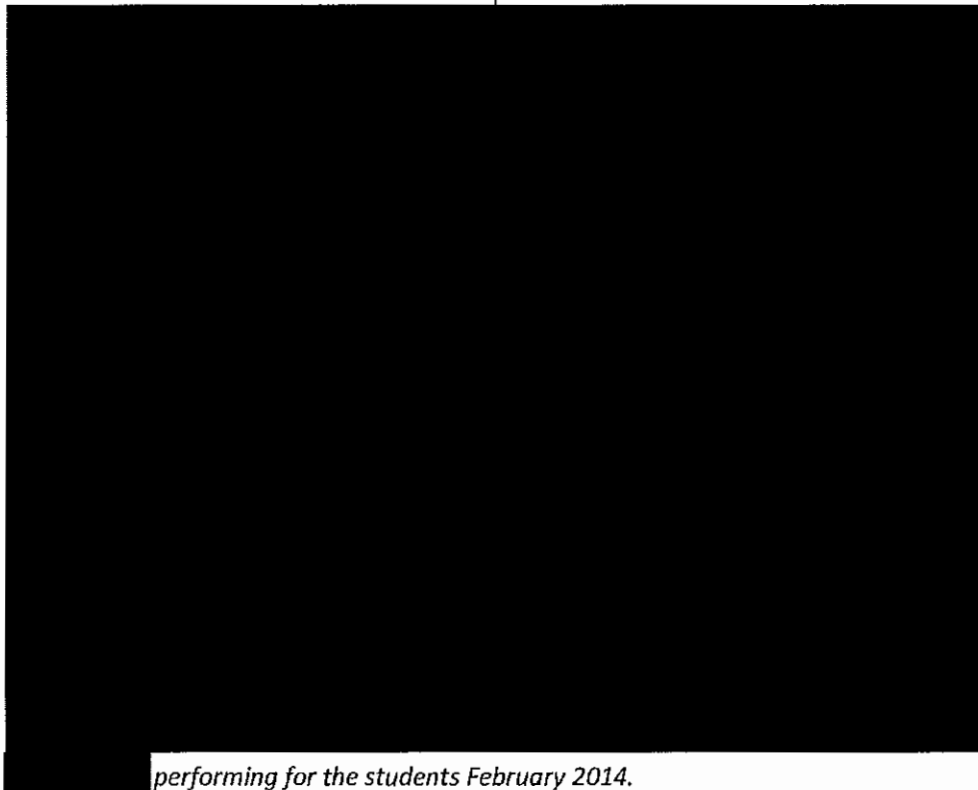
In the performing arts areas of dance, drama and music, summative assessment is by external examinations carried out by the various boards listed in question 3. Regular performances which are videoed also provide assessment data and archival records of a student's progress. These recordings are given to the students to keep and share with family.

- b) how assessment and/or aromatawai will be used to tailor instruction.**

Students' achievement, as determined by a variety of assessments, informs future planning. On a day-to-day basis, teachers tailor their instruction to support or extend the learning of their students.

With the tracking mentioned above, school-wide planning can occur when identified trends are noted. For example, if it is noted that students are not achieving as well as hoped in fractions, the teachers would review their teaching of this area, identify and carry out ways to improve this area. This may lead to professional development, the purchase of more resources, training of parents, research, or consultation with an advisor. Students are kept informed of how they are doing – if they are below par, they are involved with the planning to improve their performance.

Students with particularly high needs may be given individual instruction by a member of staff, or a specialist teacher may be contracted through Special Education Services. Parents are kept informed throughout any process carried out.



performing for the students February 2014.

Reference 10 – Current teaching staff testimonials.

Reference 11 – External non-enrolled parent support letter.

14) Explain how your school will:

- a) work with students, parents, families/whānau and community to promote high attendance levels**

Any non-attendance, even for one day, is to be notified to the school by the parents/caregivers. If no notification is received, the school contacts the parents. A medical certificate is required after one day's absence. Where a pattern of non-attendance occurs, initially a meeting with the parents/caregivers will be called to discuss any issues and a plan put in place to improve attendance. This is then monitored carefully with regular communication with the parents.

Ensuring the students are achieving their goals, particularly in their selected arts study but also in academic subjects, reduces or completely eliminates truancy. The students want to come to school!

Parents who repeatedly take their child(ren) out for various reasons, including overseas travel, will be asked to attend a meeting with the Principal and Arts Director to help them understand the disruption this is causing to their child's education. Overseas travel is an education, and this is acknowledged; however, for consistency and success in the development, (particularly of literacy and numeracy), of their child, regular attendance at school is vital.

Sufficient, regular attendance is required for entry into examinations. This is made clear to parents where attendance is an issue. Special dispensation may be made on a case by case basis where non-attendance is due to persistent illness.

- b) develop family-school partnerships that focus on strengthening support for learning, improving communication, and encouraging parent/family/whānau involvement in school operations**

All parents are invited to participate in the education of their children. The school uses email and telephone as the first means of contact. Parents are kept informed of their child's progress through formal conferences twice a year, formal written reports mid-year and end-of-year, as well as informal meetings and conversations throughout the term.

Staff are encouraged to email parents or write in the student's diary if there are any issues, or to celebrate success. Parents in turn are encouraged to respond in kind. Support for learning is encouraged with staff giving parents ways to help the students at home and keeping them informed of homework requirements.

Parents are kept informed and consulted on any major decision making in the running of the school. They are encouraged to attend all school events and participate in the running of these events (e.g. making props for the School Production, baking, helping with gardening, running the school library).

- c) work with parents/families/whānau and community so they have the information and training they need to better support and become more involved in the learning process**

Where information and/or training is required, parents are personally invited in to a meeting where this is shared. This is done at a time which is considered to suit most if not all the parents and refreshments are provided. An example of this is keeping parents informed about the requirements for entry to University and how the Cambridge Examinations meet these requirements. Parents who have young students learning to read, the teacher meets with these parents, usually individually, to show them how to support the learning of their child. Parent/Teacher conferences are an opportunity to identify the need for more information and organise the support necessary. If a child is not meeting expectations, parents are notified immediately and a plan put in place, including support/information/training for the parents. As with the students, this is done individually to meet the needs of that family.

- d) communicate with parents/families/whānau and community concerning the school's progress and achievements**

The progress and achievements of the school will be published in the school newsletter and on the school website. It will also form part of any relevant parent meeting and at Prize Giving. Specific emails will be sent to parents on any issues pertaining to the progress and achievements of the school if this is deemed appropriate (e.g. if the issue is of some urgency).

- 15) Explain the relationship your school intends to build with community agencies and organisations that serve students who attend the school.**

Relationships are developed with the Public Health Nurse and Health Department, Browns Bay Police and Police Education Officers, Dental Services, any Special Education providers, as required. Their assistance is sought whenever the need arises. The parents are kept fully informed of any interaction with these agencies that involves their child.

- 16) Outline any commitments that the school has made for partnerships or other relationships with community organisations or individuals that would enrich the learning opportunities for students attending the school.**

Organisations with whom a relationship is already established include, but are not restricted to: the Depot Artspace, Satellite Art Gallery, Mairangi Bay Arts, East Coast Bays Library, Rangitoto Swim School, East Coast Bays Leisure Centre, the Millennium Centre.

The school has entered a commitment with Mind Lab to develop technology to support the learning programmes at the school. Refer to themindlab.com.

The school also has a strong relationship with Browns Bay and Sherwood Primary Schools, Long Bay and Rangitoto Colleges, and Northcross Intermediate. These schools assist with professional development opportunities for our staff, help with resources when necessary, and in return are invited to participate in, or attend our school performances.

Relationships are also developed with Massey, Auckland, Waikato and Otago Universities. Members of their faculty visit the school and encourage student visits to their campuses. Performances by members of their faculties are given at the school and often attend Graduation functions at Corelli.

The school has strong relationships with professional artists/musicians etc. e.g. Dean Buchannan (NZ artist), Phil Madsen (NZ vocalist), with up to eight professional guest artist performances per year.

The school has a fully equipped recording studio which is utilised by many artists. This exposes students to the realities of professional music and students have the opportunity to interact with these artists. This is used in the implementation of the Cambridge Music Examination programme.



s 9(2)(a) OIA

setting up for animation.

- 17) Detail any plans to use external providers to deliver parts of the educational programme (if applicable).
Provide a full explanation of how this will work in practice.

Please see attached letter from Fame Preschool, Lana Van Der Harst. This sub-contractor for delivering preschool services will be responsible for all early childhood requirements. This will be managed by the Principal. Lana van der Harst, the sub-contractor is currently operating on the Hibiscus Coast as the Fame Preschool and is fully compliant with all regulatory issues.

- 18) Explain and provide evidence to support your proposed school calendar setting out:
a) the daily hours of operation;

The school year runs for 38 weeks, separated into four terms similar to NZ state schools. There is a three week break in July. The secondary school senior year students (Year 11 – 13) continue to attend school after examinations in November as they start work on the next year's curriculum. A compulsory camp is held in the final week of the school year for Years 6 to 13. Two teacher-only days are held to allow time for administration and/or professional development.

The academic hours are from 8.55am to 3.15pm with one hour for lunch and twenty minutes for morning tea. In addition to this, some specialist classes in the Arts may start at 8.00am (e.g. Dance stretch classes) or run until 5.00pm as needed. Not all students would be required at 8.00am or have to stay until 5.00pm.

- b) indicative student timetables;

Below are sample timetables which are indicative only and do not include individual/small group music, dance, drama and visual arts lessons which run concurrently.

Sample Year 5 - 6 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55	Registration				
9.05	Selected Study	Selected Study	Choir	Selected Study	Assembly
9.25	Technology	PE	Art	Health	PE
10.10	Morning Tea				
10.30	Science	Selected Study	English	Selected Study	Social Studies
11.15	Maths	Maths	Technology	Maths	Maths

12.00	Lunch				
1.00	Social Studies	Social Studies	Social Studies	Science	Art
1.45	Art	Science	Maths	Art	English
2.30 – 3.15	English	English	PE	English	Science

Sample Year 10 -11 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55	Registration				
9.05	Selected Study	Selected Study	Choir	Selected Study	Assembly
9.25	Geography	Geography	Geography	Geography	Geography
10.10	Morning Tea				
10.30	English Language	Selected Study	Combined Science	Selected Study	PE
11.15	Art	Art	English Language	Art	Art
12.00	Lunch				
1.00	PE	English Literature	PE	English Literature	English Literature
1.45	Maths	Maths	Art	Maths	Combined Science
2.30 – 3.15	Combined Science	Combined Science	Maths	Combined Science	Maths

Sample Arts Timetable: Dance – Indicative only.

<u>Monday</u>		<u>Tuesday</u>		<u>Wednesday</u>		<u>Thursday</u>		<u>Friday</u>	
8:00-8:30	Stretch & strengthen ALL	8:00-8:55	Stretch & Body Conditioning (ALL)	8:00-8:25	Stretch & strengthen ALL	8:00-8:30	Stretch & Floor Barre ALL	8:00-8:30	Stretch & strengthen ALL
8:30-8:55	Ballet Grade 3,4			8:25-8:55	Technique and Rep Grade 3,4	8:25-8:55	Technique ALL	8:25-8:55	Group Performance
8:55	Registration	8:55	Registration	8:55	Registration	8:55	Registration	8:55	Registration
9:05-9:25	Group Performance Class	9:05-9:25	Sequences, leaps & Spins ALL	9:05-9:25	Choir	9:05-9:25	Choreog. lab / performance prep ALL	9:05-9:25	ASSEMBLY
9:30-10:00	Intermediate Foundation Ballet Rep Class & Intermediate	9:25 – 10:00	Advanced HIP HOP /FUSION	9:30-10:00	Grade 4	9:25-10:00	Level 2 Contemporary Study	9:25 10:10	Grade 3

		10:00 - 10:30	Break	10:00 - 10:30	Break	10:00- 10:30	Break	10:00- 10:30	Break
		10:30 - 11:15	Group Performance ALL	10:30 - 11:15	Pointe ALL	10:30- 11:15	Group Performance ALL	10:30- 11:15	Intermediate + Advanced Ballet + Intermediate Foundation
		12:00 - 12:30	Intro & Prep Contemporary	11:15 - 12:15	Intermediate Foundation & /Intermediate	12:00- 12:40	Senior Jazz	11:30- 12:00	Performance Rehearsal As Needed
		12:30 -1:00	Open Hip Hop	12:15 -1:00	Grade 3	12:40 - 1:00	Solos / Duos		
Afternoon academic classes: No dance lessons.									
		3:30- 4:15	Level 3 & 4 Contemporary	3:30- 4:15	RAD Grade 1	3:30- 4:15	Junior Open Jazz		
		4:15- 5:00	Level 2 Contemporary			4:15- 5:00	Elementary Open Jazz		

- c) how the school day and year will be organised to include instruction and assessment, independent study, professional development, parent-teacher conferences, and extra or co-curricular activities.

Instruction as per the above timetable (or similar). Arts lessons run concurrently: systems are put in place to help students to maintain their academic progress despite missing classes for arts lessons; e.g. a buddy system where the buddy collects notes, homework etc. Students are trained to take responsibility for their own learning and "catch up" on any work missed. This is an integral part of self-management training and the development of disciplined work ethic.

Assessment takes a number of forms: built into class programmes using teacher created assessments or standardised testing, external examinations at set times (mostly October/November – Arts examinations please refer the Arts examinations boards websites in Question 3), "Mock" examinations in the last week of Term 2 (July), Numeracy and Literacy testing at beginning, middle and end of year.

Independent Study: Students in Years 12 and 13 will be allocated Study Periods as part of their timetable for independent study. These students are required to inform their form teacher of their intended time allocation for study, practice, homework and specialist arts lessons during these study periods. Other students will be taught the skills of independent study and trained to carry this out reliably as part of the classroom programmes, e.g. using the Internet in a safe and thoughtful way.

Professional Development: Teachers identify their own needs and through the appraisal process; these needs are discussed and appropriate opportunities provided. Teachers are also encouraged to do their own reading and research. Group opportunities are organised where all staff need input in the same area, e.g. special needs training.

Parent-teacher conferences: Held twice yearly in term one and term three.

Extra/Co-curricular activities: Organised as opportunities/needs arise. Also:

- "Clubs" utilising the strengths of the staff and/or parents take place after 3.15pm. These may include sports teams, science club, culture club, etc.
- The School Production takes place at the end of Term 2 with rehearsals after school throughout that term.
- A concert is presented every Friday lunchtime in which the students perform when their specialist arts teacher considers that they are ready. This concert is free to the public and is enjoyed by many regulars from: parents, friends of the school, local rest homes and the wider local community.
- There is an end-of-term public concert at the end of Terms 1, 3 and 4.

19) Outline the school's philosophy and methodology regarding student behaviour, discipline and participation in school activities.

- a) *Respect for self and others is the main focus of the school's philosophy. Students are required to respect others' right to learn/work in a safe, quiet and pleasant environment. They are taught the skills of working cooperatively and quietly in the classroom, and safe movement around the school between classes is strongly encouraged. The older students are encouraged to "look out" for the younger ones, and multi-level socialisation is promoted. The younger students are taught to respect the senior students' need for quiet if they are studying.*

All families sign an Internet safety document, and issues regarding the use of social media and cell phones are clearly identified and managed, e.g. cell phones are to be handed in at the beginning of the school day and returned when leaving the school at the end of the day. Non-compliance means the phone is confiscated and must be reclaimed by the parents.

The other main principle is that happy children learn: if children are sufficiently challenged and engaged in their learning, behaviour is generally not an issue. In practice this means that teachers carefully match their teaching to suit the needs of their students so that more able students are extended, and less able students supported appropriately.

Where behaviour is inappropriate, teachers are expected to deal with this in a quiet but firm manner.

Expectations of behaviour are clearly outlined with the consequences of non-compliance made explicit.

Where poor behaviour is not improving, the parents are informed and their support required; this usually will entail a plan being put in place which involves the student, the family and the school, and includes on-going monitoring and feedback.

In cases of severe or dangerous behaviour, the school has a "3 strikes" warning policy. The parents are notified of the behaviour and whether it is a first, second or third notice. The third notice generally asks the parents to consider another educational provider. These warnings are accompanied by meetings with the parents and student to endeavour to meet with a positive solution before the third strike is met.

All students are expected to participate fully in the life of the school. Notice is taken of any student who has not performed in a lunchtime concert during a term. All performing arts students are required to perform in the end of term concerts. If a student has not performed for a while, the specialist teacher is consulted and a plan put in place. Students specialising in Visual Art are expected to have work to exhibit throughout the year – opportunities for this are at the Lunchtime Concerts as well as special exhibits in public venues, for the senior students.

All performing arts students are required to sit at least one external arts examination per year.

- b) **Set out your strategy, policy and procedures that will ensure the school is a safe, orderly, and drug-free environment where both teachers and students can feel secure and where effective learning can take place (in line with the provisions under the Education Act 1989 and any other applicable Acts).**

The school has a zero-tolerance of any drugs, smoking, bullying or harassment in the school environment, including during Education Outside the Classroom (school trips). Action is taken immediately in response to any of the above. The action taken will involve the senior management team, the student, the parents, and outside agencies as appropriate e.g. the Police. Policies describe the appropriate actions to be taken.

Policies are in place as follows: (not all policies are listed, just the ones pertinent to this question)

Behaviour Management

Bullying Policy

Cultural Awareness

Emergency procedures

Police Vetting

Risk Management

Sexual, Physical and Emotional Abuse of Children

Health and Safety in the Workplace

Complaints &/or Concerns

Disasters

Harassment

Privacy Act

Smoke Free Environment

These policies have been designed to protect all students and staff, and outline the procedures to be followed. All staff have copies of the policies and are expected to be familiar with the protocols therein. The policies are available to parents upon request.



20) Detail your proposed professional development plans for teachers, administrators and other school staff, including:

a) how the sponsors and/or the management team will be involved in the design and identification of such opportunities

Professional development plans will be tailored to meet the needs of the students and staff at the time. These needs will be identified through informal discussions with staff members, the appraisal process, and the needs of the students. The Management Team will have responsibility for responding to needs as identified and addressing these appropriately. The sponsors may choose to fund the contracting of a specialist, or staff attendance at a course, if this is what is required.

The appraisal process, carried out by the Management Team, requires staff to identify their own professional goals (based on the Teacher Standards). They are then observed "in action" with the goals in mind. The observation is followed by a learning conversation with a trained mentor in which professional development needs are discussed and plans proposed. The implementation of this plan is agreed by the Management Team, and where funding is required, application made to the sponsor. Follow up meetings and/or further observations are carried out as deemed necessary.

Often professional development needs can be met "in house" and carried out individually or as a team, e.g. the ESOL teacher can assist with meeting the needs of new speakers of English in normal curriculum classes. Where the whole staff require training, e.g. for a new special needs enrolment, this would be organised by the Management Team in consultation with any specialist agency involved.

Administrative staff will have their professional development needs identified and met by the management team, and the sponsor if funding is necessary.

- b) the support and mentoring proposed for any staff that are not registered teachers (if applicable)

All new arts staff will be carefully monitored to ensure that they meet the standards required and that the students in their care are learning appropriately. This is measured by performances given and examinations results. The Arts Director has responsibility for this aspect of the running of the school, and will arrange appropriate support and mentoring if necessary. As the school intends to employ well-qualified and experienced teachers, (albeit some unregistered), the need for support and mentoring will be minimal. Please see Question 21 for further clarification.

- c) how your proposed programme of professional development will enable the school to meet the needs of priority students.

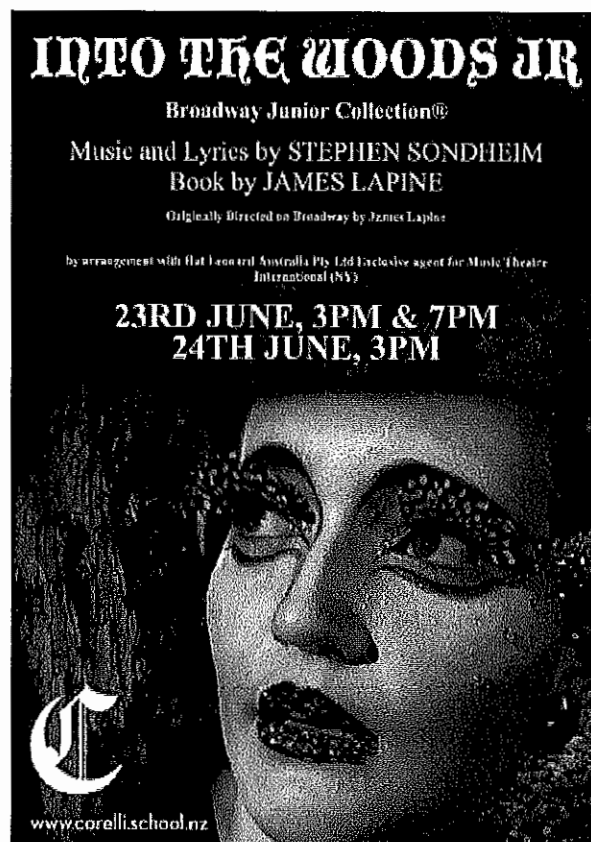
Teachers will be expected to meet the needs of all students, including and in particular the priority students. Professional development will focus on this expectation; where teachers are not able, or finding it difficult to meet this expectation, a programme will be developed for them so that they can meet the needs of all the students in their care.

- 21) If you are proposing to use non-registered teachers, explain what subjects they will teach, what experience or skills you will require, and the role they will play in the day-to-day operation of the school.

The majority of teachers will be registered. However, some itinerant arts staff may not be. These arts staff, e.g. teachers of a musical instrument, will be employed on the basis of their expertise in their field, e.g. professional musical experience, and proven teaching experience either overseas or within New Zealand. They will be required to have a reasonable command of English, enough to communicate clearly with students and parents, and be able to produce a concise written report twice yearly.

The expected subjects where the school may employ unregistered teachers would be primarily music (individual or small group tuition), drama or dance (group tuition).

The school would employ teachers for these positions based on their experience and expertise in both their own performance practice and teaching record, regardless of their registration status. All teachers, regardless of registration status, are police vetted.



7) BUSINESS PLAN

22) Outline the different structures (in both chart and narrative form) of your proposed Partnership Kura, including:

a) Governance; The Corelli National School of the Arts

The Sponsor has elected to adopt a commercial governance model appropriate to its intended enterprise size. It shall form a Company and operate its school through the company.

The Sponsor believes that a commercial framework, as provided by a Company and the associated legislative framework governing Companies, is an appropriate vehicle for achieving the Sponsor's Statement of Purpose and Goals.

Specifically the Sponsor through experience gained through owning and operating a successful private school for over 13 years, believes a 'for profit' model, with a commercial structure, will foster the adoption of innovative strategies that deliver improved student engagement and achievement, with shareholder reward intrinsically linked to achievement of the Statement of Purpose and Goals.

The Company will adopt a constitution setting out the rights, powers, and duties of; The Company, the Advisory Boards, each Director, each Shareholder.

The Sponsor has decided to adopt an Advisory Board model as opposed to a more comprehensive Board of Directors model.

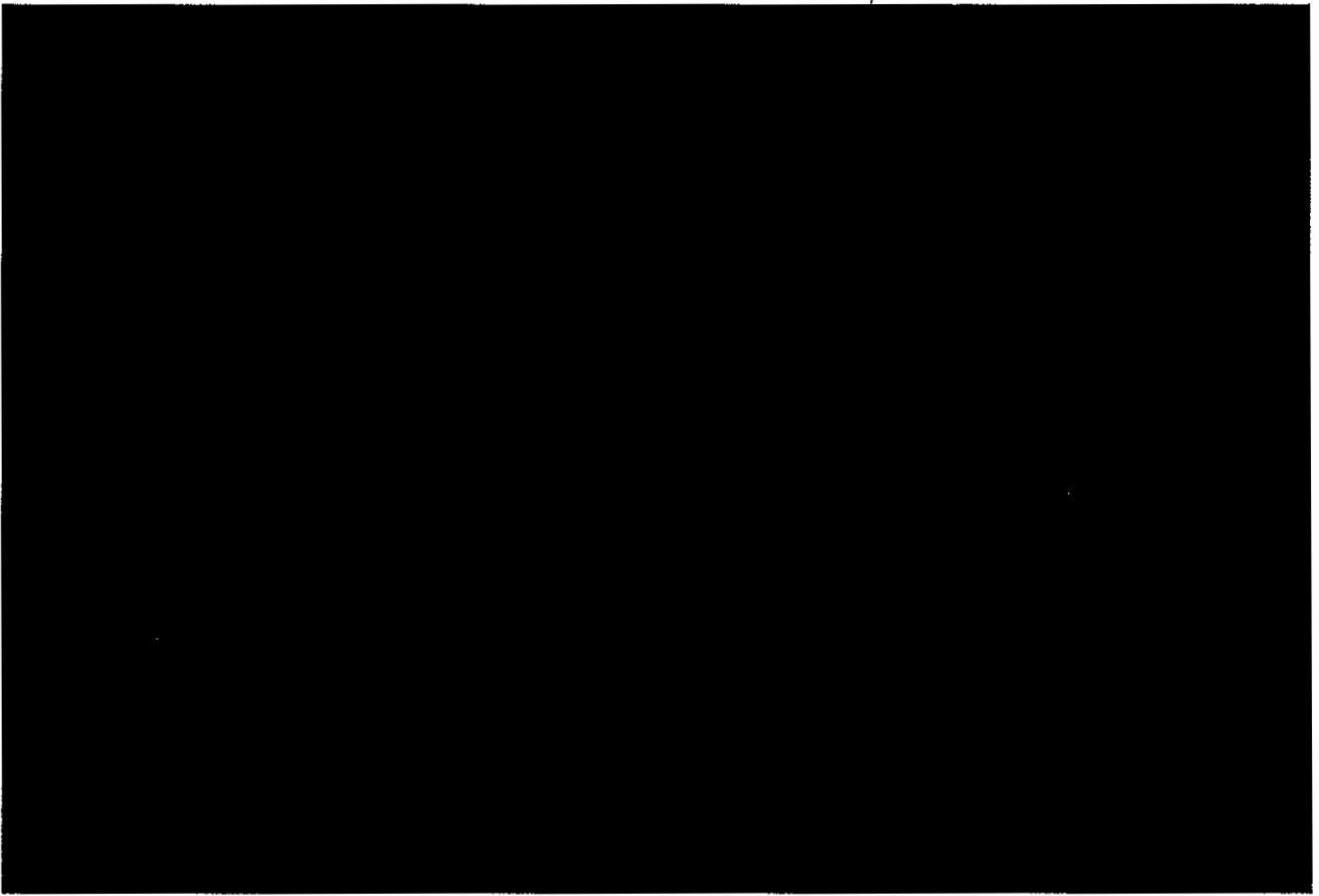
The Sponsor believes the Advisory Board model is the more consistent with the SME nature of the organisation and is an appropriate model for the Company during what will be, in the short term, an intensive period of dynamic growth and formulation and implementation of strategy. The Advisory Board will assist the Director of the Company in formulating and reviewing strategy.

Initially the board will comprise of between three (3) to five (5) members, with an emphasis on representation from education, business and community leadership.

The Advisory Board's role will be to assist the Sponsor to;

- *set and, as needed, modify the vision, mission and values.*
- *protect the special character/values of the school*
- *ensure a sensible and feasible Strategic Plan*
- *approve and monitor the annual plan*
- *develop and review the general policy direction*
- *monitor and evaluate student learning outcomes*
- *assess the performance of, and support, the Principal*
- *act as responsible employers*
- *provide financial stewardship*
- *oversee, conserve and enhance the resource base.*
- *approve major policies and programme initiatives*
- *manage risk*
- *commit to a programme of professional development for all teaching staff*
- *build a broad base of community support*

- exercise governance in a way that fulfils the intent of The Treaty of Waitangi/Te Tiriti o Waitangi, by valuing and reflecting New Zealand's dual cultural heritage. s 9(2)(a) OIA



The Advisory Board will also be able to co-opt up to two additional Board Members if the Board believes they can offer a desired skill for a project or matter that will have a finite time frame.

b) Management

Educational Manager: The Sponsor has appointed an Educational Manager who will be responsible for executing the Statement of Purpose and Goals as determined by the Directors and Advisory Board.

The Educational Manager will report regularly to the Advisory Board on delivery and enactment of Statement of Purpose and Goals and maintain a positive relationship with the Principal to provide a smooth day-to-day running of the school, allowing the Principal to focus on the learning outcomes that are desired.

Principal: The school Principal will manage the staff to provide the desired learning outcomes for the school. They will work closely with the Educational Manager to maintain the required resources and promote the school's vision.

The Principal must maintain knowledge of all compliance requirements from the Ministry of Education and must maintain the school as a safe learning environment.

The Principal is to be assisted by a Deputy Principal in achieving the Statement of Purpose and Goals across all year levels.

Deputy Principal: The Deputy Principal is expected to manage all areas of the curriculum and regularly report to the Principal on staff performance and student learning outcomes.

The Deputy Principal will identify areas where professional development is required by the teaching faculty and assist the Principal in the implementation of PD, as required.

Teaching Staff: All teachers are expected to manage the delivery of their specific subject in both the academic and arts programmes of study.

Their delivery will be in accordance with the Teachers' Council Code of Ethics.

c) Administration;

PA to the Educational Manager: The PA will assist the Business Manager in all aspects of; communication between suppliers, contractors, IT, property management, advertising, promotion, and media releases.

The Chief Financial Officer: The CFO is responsible for; all creditors and debtors, advising the Principal on budget requirements, monthly financial reporting, Novopay monitoring and administering establishment funding and on-going resource support.

Secretary: The Secretary is responsible for:

- the daily running of the office (stationery/uniform/ cash over the counter)
- all communication to the parent base on the advisement of senior management
- weekly newsletter to the parent and teaching base (with information supplied by the Principal and other teaching staff).

PA to the Office: The PA will:

- provide support to the secretary as the main enrolling officer, for all new students, ensuring all document requirements for M.O.E and International Code of Practice are adhered to.
- provide all details to the Principal for managing the MOE ENROL system.
- negotiations with external suppliers

d) Subcontract arrangements (if applicable).

Some itinerant music teachers are GST registered and so would be listed as subcontractors. For the Kindergarten, this would be subcontracted out to a subsidiary of the Fame Preschool (head office in Whangaparaoa)

23) Describe your proposed methods or structures to ensure teacher, parent, family/whānau and student input to decisions that affect the school.

Annual surveys would be held to seek opinion on curriculum, facilities etc., arts programme delivery, satisfaction levels etc.

An annual open forum for face-to-face discussions on the development of the school.

Consultation with appropriate groups, e.g. local iwi, to include and acknowledge different perspectives in the school's curriculum.

24) Provide two detailed implementation plans covering:

a) the period from gaining approval to the opening of the school.

- From gaining approval the Corelli National School of the Arts would implement an advertising campaign to alert the national and local public of the intention of the Corelli School becoming a Partnership Kura, whereby opening its doors to all school-aged children with a passion for the performing and visual arts across all socio-economic backgrounds.
- Formalisation of the contract between the Kindergarten Sub-contractor and The Corelli National School of the Arts.
- Finalise all building plans, providing facilities for all year groups. Please refer to attached site plan.
- Applying for extended Resource Consent.
- Advertise and appoint another 1.5 FTE teachers for start of 2015 and a further 6 FTE's (+ itinerants as required) for July 2015

b) the period from the opening of the school to the end of the first year. s 9(2)(b)(ii) OIA

- Stage 2 includes the conversion of the existing space next door (), into an area containing 5 new classroom spaces, dance and art exhibition spaces, with the inclusion of a 30 bed boarding establishment for out-of-area students, cafeteria and ablution block. This conversion (subject to available funding as proposed in the set-up funding) would be completed by mid-2015, ready for full operation, to house a school roll of 312 domestic students. Throughout 2015 the school would operate from the existing Corelli School site with 6 composite classrooms for a roll of 136 domestic students. Please see attached site plan (Reference 2)
- Therefore, more students will be able to enrol from Term 3, 2015. The boarding facility will enable enrolments from around New Zealand to start.
- Additional teaching staff would be employed as the number of students increases.
- Additional support staff would be employed to manage the boarding facility, i.e. cook, house-master, caretaker.
- All new staff will have professional development to inculcate the values of the school and ensure they understand the different, creative philosophy of the school.



25) Complete the templates in the attached MS Excel workbook with your proposed financial forecasts. Guidance on how to complete the forecasts is provided in the spreadsheet. The worksheet covers three components

- a) Financial forecast (budget),
- b) Balance sheet,
- c) Student Roll,
- d) Staffing levels

Please refer to RFA PSKH Budget template.xlsx

26) Detail the amount and terms of 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; s 9(2)(b)(ii) OIA

and existing Resource Consent (for 51% of the site) of the Parent Organisation (The Corelli School) will be carried over into the new entity. Additional

income above the crown funding would be from: [REDACTED]

b) the relationship between the school and the funder.

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

N/A

27) Outline your proposed:

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

All corporate business accountability will be used, with a dedicated Chief Financial Officer (CFO), who will report to the Advisory Board. Full operating budgets and reporting will be used to create fiscal accountability. The Principal is answerable to the Advisory Board, for budget management. The Cash Manager system will be used. Accounting firm Bowden, Williams & Associates, Newmarket, Auckland, will be used for producing annual accounts.

Bowden, Williams & Associates Ltd

Level 2 PO Box 9922
3 Margot Street Newmarket
Newmarket Auckland 1149
Auckland 1149

Ph: +64 9 520-6257

Fax: +64 9 520-6743

Email: office@bwca.co.nz

b) provisions for conducting annual audits of the financial operations of the school;

A separate audit company will be engaged.

c) types and levels of insurance that you propose to operate the school.

A comprehensive insurance cover is in place, (all aspects of; fire, interruption, rebuild etc.), which will be expanded to cover the new extension. The provider is;

Rothbury Insurance

Kim Matthews

DDI: 06 835 2771

ext: 1301

M: 021 490 603

Leader - Business Development & Sales / ,Commercial BrokerKim.Matthews@rothbury.co.nz

Hawkes Bay

Level 2, 161 Marine Parade, Napier 4110 PO Box 1047, Napier 4140

Phone:06 835 2770 **Free Phone:**0800 683 557 **Fax:**06 835 2779

- See more at: <http://www.rothbury.co.nz/hawkes-bay>

28) Outline your proposed facilities, including:

Plan Reference 2,

a) the type of property arrangement and the terms of the tenancy (if applicable);

The property is leased. [REDACTED]

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

b) how this site would be a suitable facility for the proposed school, including any plans to renovate; or

As discussed with Auckland Council, the present site is well suited to exclusive school use. Zoned Industrial 9 in the District Plan, we have had full consent since late 2000 to use it as a school. Reference 5 – Resource Consent. Please refer to attached plans; Full site, ground floor and first floor, this includes both the already developed site and the proposed development of existing buildings.

An extension to this consent would be required to develop the new area. Planners – David Haines Ltd c/o David Haines has advised this is feasible, Reference 4 – David Haines Ltd., and as a matter of due course, because the school has been established since late 2000 and all the neighbours are accepting of the educational operation.

The location is 3 minutes' walk to the main street in Browns Bay, with full access to bus services going north and south. There is ample parking and our own access road allows the flow of traffic to the school to have a low flow-on effect to Anzac Road, avoiding any congestion.

Reference 6 – A letter from Property Management Ltd. Regarding the extension costings.

Reference 7 – A cable quote for the extension data requirements.

c) if a site has not been identified, your present options for the school site, including a timetable for identifying and acquiring or leasing a facility;

N/A

d) your financing plans for acquisition and renovation of a facility;

The financing of the current site is through school fees. The financing for the undeveloped site would be through the establishment funding from the Crown. This cost is considerably less than starting a new site from the ground up, as regulatory requirements have been met with regard to; fire, safety, warrant of fitness, disability access and change- of-use.

e) describe plans for expanding school facilities matching your projected roll numbers, including how you will attract additional staff and acquire other resources needed to serve a larger student body.

As per our attached plans, the total site will accommodate up to 400 students on an extended Resource Consent, and be able to safely house the student numbers on the above projections (312 Domestic, 40 Kindergarten + 48 Internationals)

Ideally, converting the new area would start in September 2014. Therefore allowing builders to complete by June 2015, (as per projections). So new students for January, 2015 of 136 would be added to with a Term 3 intake mid-year. Total domestic students of up to 312 by Term 3, 2015.

Additional staff would not be hard to find as any job advertised at Corelli attracts many applicants.

Additional resources can be acquired through established suppliers.

29) Explain 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.

Regular audit of all school assets will occur every year through an independent valuation company, North Langley & Associates Asset Management, which in turn will ascertain the need for new assets or the continuation of remaining assets. The following criteria will be used;

- purchase date
- purchase price
- estimated useful life
- residual value
- annual depreciation expense
- depreciation rate
- accumulated depreciation
- book value (purchase price less accumulated depreciation)
- description
- quality
- location
- asset classification (e.g. sports equipment)
- donor (where applicable)
- vendor

Regular maintenance of all equipment leads to longevity and has been a standard policy of the parent company, The Corelli School. This will be adopted by The Corelli National School of the Arts.



8) OPERATIONS PLAN

30) Explain how the school will:

- a) achieve the enrolment target you have projected in Q2.(v);

We intend to achieve our target through rigorous advertising in both national and local newspapers and radio.

- b) be publicised throughout the community, including any specific outreach activities or similar;

Via the Browns Bay Business Association's newsletter and via meetings with Sally Cargill the coordinator for the local community. In particular at the December Santa Parade in Browns Bay.

- c) target parents/family/whānau who may not be engaged in their child's learning;

We would engage in personal, face-to-face meetings with parents who may not be engaged in their child's learning and to aim for a 100% attendance rate at the twice yearly Parent/Teacher Conferences, by emphasising the need for all caregivers and teachers to share in the education of the students.

- d) identify and develop relationships with community organisations that can assist in marketing with parents/family/whānau; and

Through the weekly concerts in the theatre, by encouraging the residents of local rest homes to attend and encourage the local business community to advertise in the school's weekly newsletter and annual diary for students, and they in turn display flyers of upcoming event sat school in their local offices.

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

Via the school's newsletter, via meetings with Local MP Murray McCully, via the school's database and website.

31) Outline your enrolment policy and describe your proposed timeline for enrolling students for the 2015 school year.

All existing pupils will be given priority for enrolment with the new entity. Preference will also be given to siblings of existing students who wish to join in 2015. From then on, all expressions of interest from the wider community will be given and an enrolment pack which includes all relevant information about the school will be first sent to the parents via email and then followed up with a hardcopy via post.

If a particular year group is inundated with applications, a waiting list will be set up, and if places become available, admission will be made as per the date of the application (i.e. first in first served), with a period of 10 days to respond to accept the Offer of a Place, before rolling over to the next on the list.

Applications will be held from August to December, with an extra advertising campaign for any year groups not full to capacity, running throughout December and January.

32) Outline the suspension, expulsion and other disciplinary policies and procedures of the proposed school, and the criteria for making decisions on such matters, demonstrating how these align with the terms of the Education Act 1989, Section 158V and the Ministry of Education's Stand-downs, Suspensions, Exclusions And Expulsions Guidelines.

The school rules are well defined and expectations of conduct are also comprehensive, whereby students know how to act and what they can expect from their teachers and what teachers in turn can expect from their students. Mutual respect for people and property is a founding principal of all rules of conduct at the school and an overall concern for the safety of the people within the school.

For on-going behavioural problems, a 'three strikes' system is in place, whereby three formal letters/warnings are given, and parents are asked to attend various meetings to work out solutions and a sharing in the responsibility for the pupil's actions, as a way forward to avoid the prospect of expulsion. However, a third warning (given as the last possible outcome) will result in the expulsion of the pupil.

Where expulsion occurs, the guidelines as set out by the Ministry of Education will be followed.

Whereby criminal behaviour occurs, police will be called immediately and the safety of others made of paramount concern.

33) List in a table the names and qualifications of persons who will hold key leadership roles in the school. Provide CVs (or position descriptions for positions which will need to be recruited) as an appendix to your Application.

Name	Position	Qualifications
Kirsten L Selfe	Principal	B.Ed. Dip. Teach.
Jacqui Hopkins	Deputy Principal	B.A. Dip. Teach., LTCL
David Selfe	Educational Manager	L.R.A.M. Prof. Cert.

34) Outline the process that will be used in the recruitment of teachers, administrators, and other school staff.

As an existing school, priority will be given to staff already contracted for various roles. Other positions will be advertised through Seek.co.nz for non-teaching roles and the Education Gazette for teaching positions.

35) Detail the professional backgrounds, depth of experience and personal qualities that you will seek in teachers and other school staff.

Academic teachers with a wealth of experience in both the Secondary and Primary sectors will be sought and who are experts in their fields, and Arts teachers for the various arts components of the timetable who have not only the relevant qualifications but practical experience in the performing arts, both nationally and internationally.

All classroom teachers sought will be required to be registered. Itinerant Arts staff delivering the Dance, Music and Drama programmes would preferably hold Limited Authorities to Teach via the Teacher's Council, but where a teacher is not registered, yet their qualifications and experience are ideal for the position advertised, stringent police vetting will be carried out.

- 36) Outline the processes that will be used to achieve the desired quality of staff and controls you will apply to ensure that background checks, including Police vetting, are conducted on all school personnel, including volunteers and contractors, prior to the beginning of their employment or service.**

All contractors (e.g. Air Conditioning maintenance crews) are required to carry out work during hours when students are not on the premises (e.g. School holidays or after hours), to eliminate any risk. The classroom teaching staff are all required to be registered, therefore police vetting is carried out as a matter of course. This is also the case with itinerants who hold LAT's.

Administration staff and any itinerants who are not registered in some form, will be police vetted and provide all requisite information to allow a thorough police check.

- 37) Outline your proposed key policies regarding salaries, contracts, hiring and dismissal, evaluation of staff, benefit plans, and other matters related to staffing.**

Teachers will be paid as per their qualifications and years of experience dictates, based on the current collective agreements for both Primary and Secondary teachers and for Principals.

Units of responsibility will also apply as per these agreements.

In the case of administrative or itinerant staff, an hourly rate will be determined or an overall salary agreed by the Sponsors.



38) Outline how your approach to teacher assessment and appraisal will contribute to a culture of continuous development within the school.

All classroom teachers will be subject to annual appraisals carried out at the beginning of Term 3. All teachers prior to this will be required to fill out a "Self Review" outlining various criteria regarding their overall performance as an educator. An Appraisal Summary sheet is completed where the Teacher and Appraiser discuss the learning and areas for progress.

Teachers will complete "Professional Knowledge in Practice" attestations, whereby they make use of their professional knowledge and understanding to build a stimulating, challenging and supportive learning environment that promotes learning and success for all learners.

39) If you propose to use volunteers and/or contractors, outline:

- a) the roles (where not disclosed in section 10(v) of this form);
- b) how they will be identified, vetted and trained.

Subcontractors used will be Music Itinerants who are GST registered. They are subject to the police vetting requirements stated above.

40) Outline how the school proposes to meet and maintain the required health and safety standards.

- The school has on-going liaison with Waitemata District Health Board to ensure all vaccination programmes and check-ups are available to pupils.
- Mobile Dental service
- Two staff at any one time (includes one from senior management) holds a current St John's First Aid Certificate.
- Any nationwide health alerts are sent to the school via the Ministry of Health and then on-sent directly to the parents via the school's newsletter email system.
- **Building health and safety components** are monitored by the following various organisations:

ADT Fire System Monitoring (linked to Fire Services response)
 Fire .Protection Services Ltd. (three monthly checks on all fire alarm systems, exit lights, extinguishers and hoses etc.)
 Access Elevators Ltd. (Bi- annual checks on lift operation)
 Air Accents Systems Ltd. (once per term, maintenance on air conditioning systems).
 Kiwi Carpark Marking Ltd. (refresh all car park demarcations, disabled car park, no stopping areas, pedestrian crossing and “Mind That Child” road sign upon approach to school.)
 Speed hump installed on bridge to traffic approaching school.
 10 kph signs on bridge.

Personal Statement

Kirsten Selfe and I, David Selfe, have dedicated our lives to supporting students. It has been, and remains our greatest pleasure, to have the trust of parents to educate their children, along with our supportive and dedicated staff.

In the last fourteen years, we have identified the need to support families from low social economic backgrounds, who have talented sons or daughters. We have personally awarded over \$300,000 in scholarships to such families who would otherwise have not been able to attend. We have been repaid by the students graduating from Corelli and going on to become successful adults. (Details of such students, available on request.)

The difference is; by providing this arts model on a national scale, more children, whatever their background, will have the opportunity to succeed.

Acceptance of Draft Agreement

The Crown’s commercial position is reflected in the Draft Agreement attached as Schedule 1 to this RFA (the Draft Agreement).

Each Applicant is asked to confirm its acceptance of the Draft Agreement. If you would not be prepared to enter into the Draft Agreement in the form attached, please include in your proposal the amendments you consider are required to the form of contract and the reasons you are requesting them, propose an alternative position that would protect the interests of both parties and confirm that all the other clauses in the agreement are acceptable.

The Corelli National School of the Arts accepts the draft agreement.

Clause number	Detailed explanation of why the clause is unacceptable	Proposed new position that protects the interests of both parties
NA	NA	NA

The Crown will, in its absolute discretion, take such proposed amendments into account during the evaluation process, but the Minister is under no obligation to accept any such proposed amendments.

Should an Applicant be selected to proceed to contract negotiations, **only those provisions identified** as requiring amendment in the Application and **any entirely new provisions** that the Minister may introduce as forming part of the final Contract can be the subject of contract negotiations. Any attempt by any Applicant to raise new or different issues may result in the Minister terminating contract negotiations with that Applicant.

9) Assumptions, Risks and Caveats

Please complete the table listing all of the Assumptions, Risks and Caveats made throughout your proposal.

Reference	Type (A / R / C)	Subject	Comment
1.	A	Roll	The first year roll can accommodate 312 students from Term 3 2015, after the extension build.
2	A	School Plans (3 pages)	Bulk Layout
3	A	Expansion-Lease Holder's Letter	Authority letter allowing extension
4	A	Haines Planning Letter (2 pages)	Explaining Resource Consent extension procedure
5	A	Current Resource Consent (4 pages)	12 th Sept. 2001
6	A	Property Management Extension (2 pages)	Approximate costing
7	A	Data Cabling	Quote
8	A	Subcontractor – Kindergarten	Fame School
9	A	Current Parent	

		Testimonials	
10	A	Current Teaching Staff testimonials (3 pages)	
11	A	Non-enrolled parent testimonial	
12	N/A	2011 & 2012 Financial statements	
13	N/A	Achievement Certificates	
14	A	North Langley Asset Management	

10) Applicant Declaration

Each Applicant is required to complete the following Declaration. For joint or consortium Applications each party must complete a separate Declaration.

Topic	Requirement	Applicant's declaration
RFA response:	The Applicant (The Corelli School) has prepared this application independently to operate a Partnership Kura.	agree
RFA terms:	The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.	agree
Collection of further information:	The Applicant authorises the evaluators to: collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client	agree

	to use such information in the evaluation of the Applicant's Application.	
Objectives and Requirements:	<p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p>	agree
Contract terms and conditions:	<p>The Applicant has read and fully understands and accepts the Agreement terms and conditions as stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.</p>	agree
Conflict of interest:	<p>The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.</p>	agree
Ethics:	<p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or</p>	agree

	the Board.	
Offer validity period:	The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.	agree
Applicant interview	The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots given on a first-in first-served basis.	agree
Publication of Application details	The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.	agree
Declaration:	<p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p>	agree
DECLARATION This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below. This representative declares that the particulars provided above and in the attached Application		

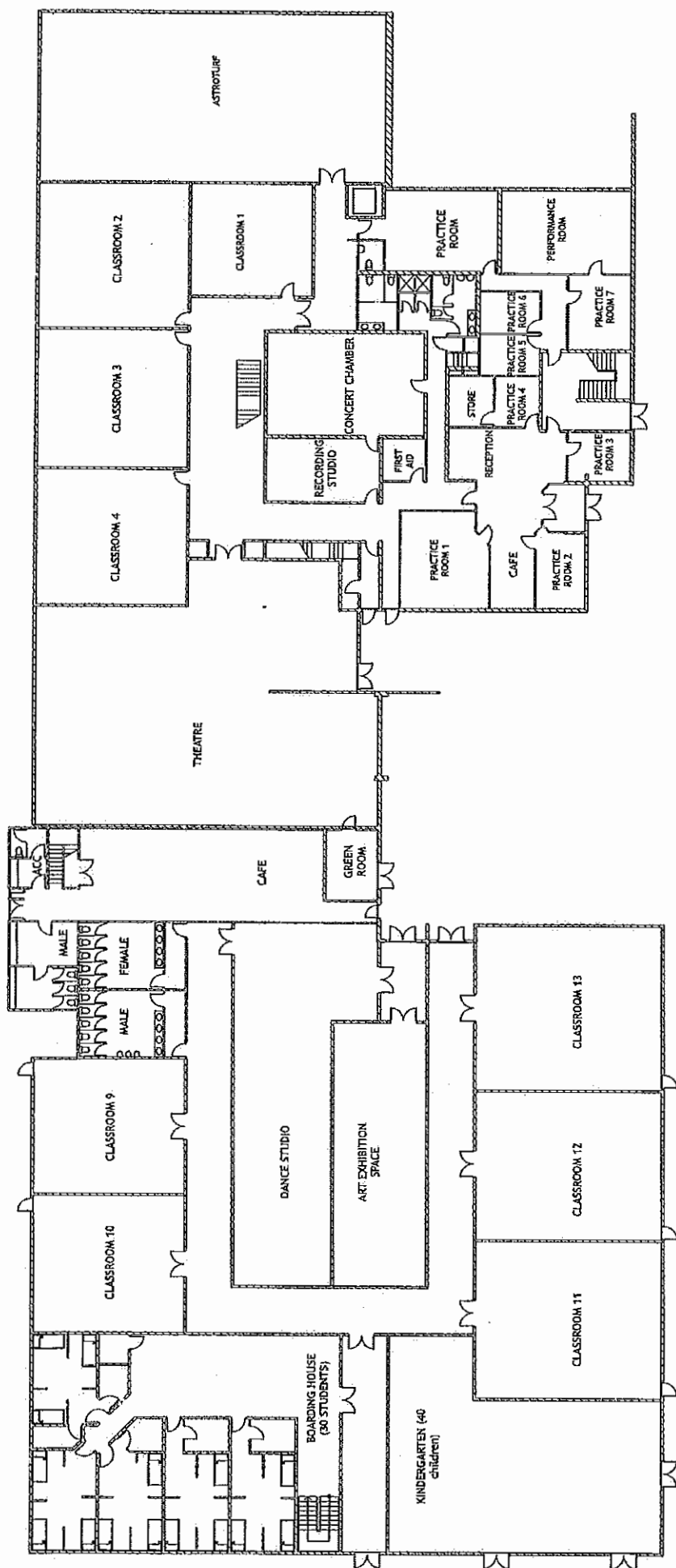
documents are accurate, true and correct.	
Signature:	
Full name:	Jacqui Hopkins
Title / position:	Deputy Principal
Date:	7 th March 2014

11) Applicant Check List

The checklist is included for your reference only.

Action Required	Done
<ul style="list-style-type: none"> Submit the Intent to Respond Notification (refer separate document) to partnership.schools@minedu.govt.nz by 5:00 PM Wednesday 22 January 2014 	✓
<ul style="list-style-type: none"> Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014 	✓
<ul style="list-style-type: none"> Complete all required sections of the application. 	✓
<ul style="list-style-type: none"> Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014 	✓
<div></div> Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled)	✓
<div></div> One paper copy of the Excel spreadsheet containing your commercial information/financial details	✓
<div></div> One CD Rom or memory stick containing an electronic copy of all of the sections of your application	✓

Reference 2
1/3



EXISTING SCHOOL 1,518 m²
PROPOSED SCHOOL ADDITION 1,712 m²
TOTAL NEW SCHOOL AREA 3,230 m²

Job Status : DRAFT

Issue Date : 5/03/14

Designer : Paul Duncan

Page : 102

Ground Floor Plan

72b Upper Harbour Drive, Greenhithe,
Auckland, 0632, New Zealand

P - 04 9 444 1513
C - 04 27 247138
E - paul@northshore.co.nz

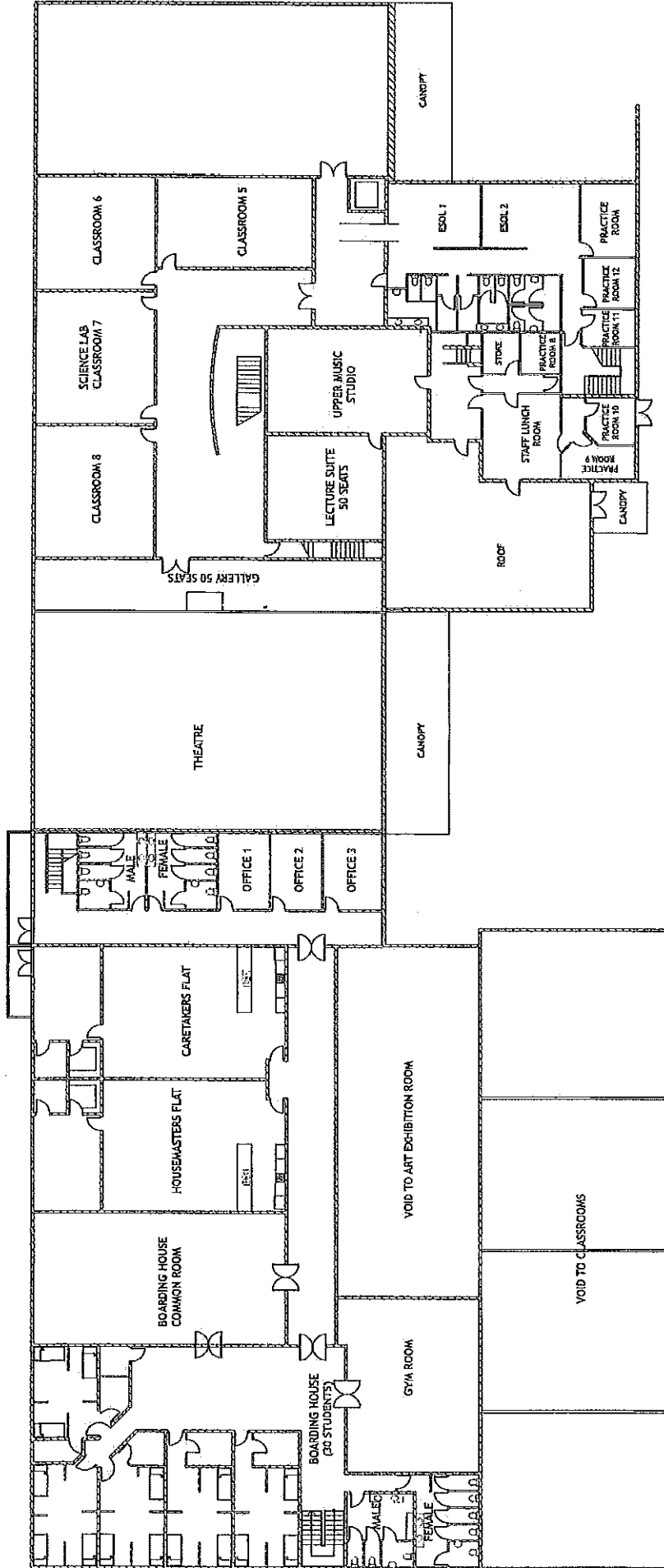
www.northshorearchitecture.co.nz

THE CORELLI NATIONAL SCHOOL OF THE ARTS
50 ANZAC ROAD BROWNS BAY AUCKLAND

Job: 201406

NORTH SHORE ARCHITECTURE

Reference 2 2/3



EXISTING SCHOOL 1,523 m²
PROPOSED SCHOOL ADDITION 1,035 m²

Job Status : DRAFT
Issue Date : 5/03/14
Designer : Paul Duncan
Page : 103

First Floor Plan
92b Upper Harbour Drive, Greenhithe,
Auckland, 0632, New Zealand
P +64 9 444 1913
C +64 27 244 1320
E paul.jasgers@northshorearchitecture.co.nz
W www.northshorearchitecture.co.nz

THE CORELLI NATIONAL SCHOOL OF THE ARTS
50 ANZAC ROAD BROWNS BAY AUCKLAND

1 First Floor 1:250

Job: 201406

NORTH SHORE ARCHITECTURE

Reference 2
3/3

Job : 201406

THE CORELLI NATIONAL
SCHOOL OF THE ARTS

50 ANZAC ROAD
BROWNS BAY AUCKLAND

Job Status : DRAFT

Issue Date : 5/03/14

Designer : Paul Duncan

Revision :

Page : 101

Site Plan

Scale : 1:500

Wind Zone : -

Earthquake Zone :-

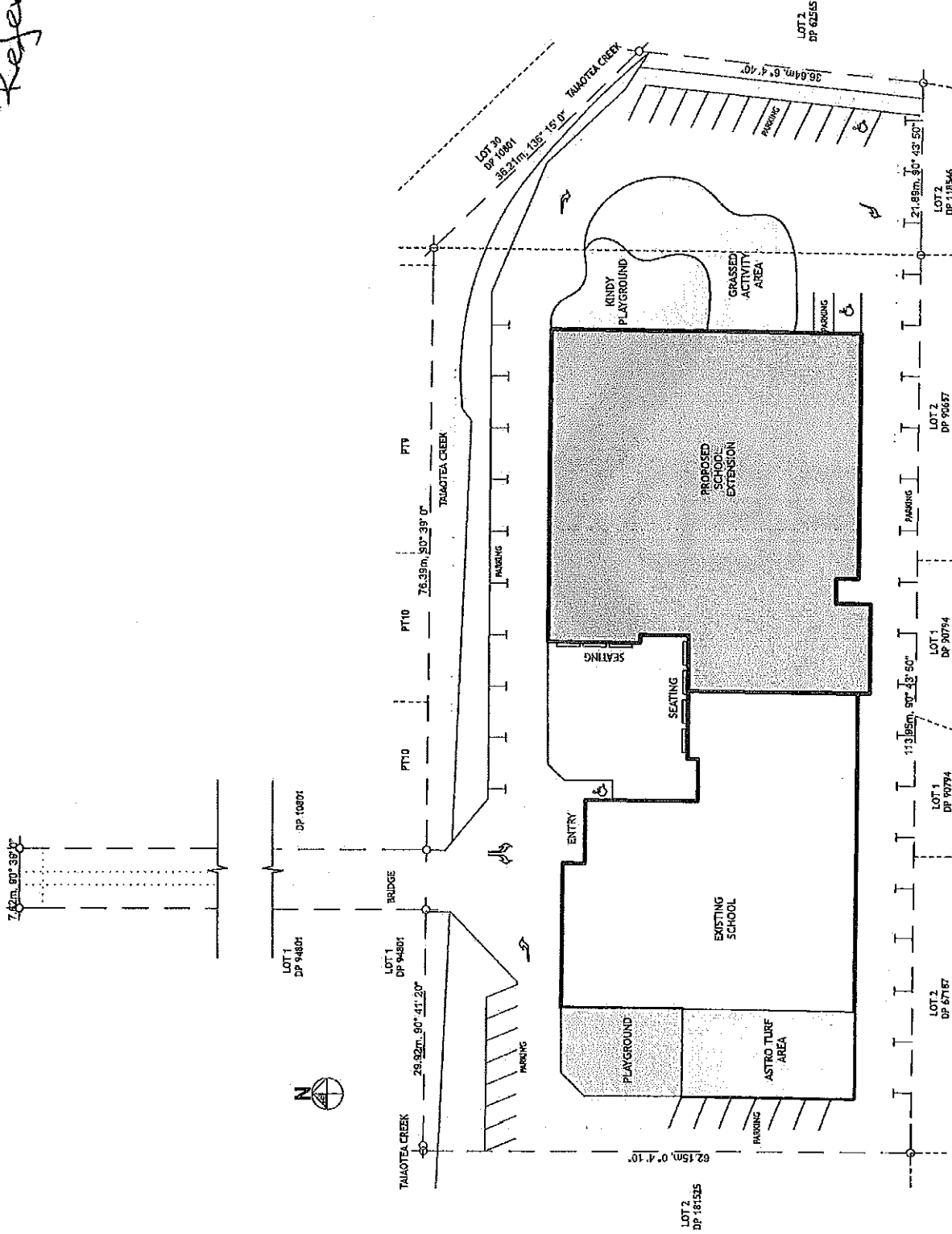
Corrosion Zone :-

Planning Zone :-

SMA Area : -
92b Upper Harbour District
Auckland, 0621, New Zealand

P : +64 9 444 1913
E : +64 27 2411286
C : paul@northshorearchitecture.co.nz
W : www.northshorearchitecture.co.nz

NORTH SHORE ARCHITECTURE



1 Site Plan 1:500

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

9 pages following this one have been withheld under S 9(2)(b)(ii) OIA

REDACTED

Reference 8



ph/fx 09 428 5048

mbt 021 225 5511 16 Karepiro

Drive, Stanmore Bay PO Box 79

Whangaparaoa 0943 lana@fame.net.nz

www.fame.net.nz

To Whom it May Concern

We have been in conversations with Corelli School regarding the development of a new kindergarten that would directly align with the philosophy and culture of the school's direction. We believe that such a centre could benefit both the current Corelli community and potential Corelli families.

This centre would assist in supporting families within the direct community and those from further afield.

Being within the school grounds will allow for family continuity, and consistency for the children, and will also assist with a smooth transition to school.

The uniqueness of the philosophy, along with the same arts based focus, and similar timetabling will make the Corelli Kindergarten the first of its kind, directly linking in with the Corelli way of life.

Kind Regards



Lana van der Harst
Centre Manager

s 9(2)(a) OIA



where your children grow and learn with confidence

Our children have been at Corelli for over 3 years now. We have found the teaching to be of a very high standard where each pupil is able to reach their full potential in a nurturing environment. It is great to witness how the older children provide great peer support to the younger pupils. Each child is encouraged to explore their creativity which enhances their learning capacity. We would not want our children to be taught at any other school!

[REDACTED] s 9(2)(a) OIA

[REDACTED] I found the Corelli School of the Arts on the Internet when searching for a school for [REDACTED] in our planned "Adventure Year in NZ".

To cut a long story short, this year would be over now but we are going to stay for 2 more years now, mainly because I really do not want to take my children out of that fantastic school. Brilliant teachers, small mixed age groups, lots of Arts, high achievements, happy confident children, safe social environment and excellent talents, it's all there in a family like atmosphere.

My kids love every minute they spend in school and I am surprised how well they are doing in their second language of which they hardly spoke a word when they got here only a year ago and fully credit the amazing teaching skills in Academics as well as in the Performing Arts at the Corelli School for that. It really makes a big difference in learning if Arts are woven into a child's life the way they so joyfully yet seriously are at Corelli.

[REDACTED] s 9(2)(a) OIA

[REDACTED] started at The Corelli School two years ago, and immediately took to the school. It was such a success we took the decision to move [REDACTED] there last year also.

Both of our children love the school, and the learning environment, it suits them perfectly having come from the [REDACTED] where they enjoyed the drama, music and dance in the early years. Corelli provides an Incredible learning experience – weaving an arts-based approach through its syllabus. Students are very motivated by the classes, and are always inspired. Our children are surrounded by amazing art, poetry, dance, drama and music – they are filled with such a cultural experience every day, while simultaneously achieving a very high standard of academic education via the Cambridge tuition. It is a powerful and compelling blend for them, and they love their time at the school. The teachers are superb, and we can see they put so much passion and drive into the children every day. We like attending the Friday Lunch-time shows and the bigger shows each term, and have met some lovely families. It's a wonderful atmosphere. The standard of dance, drama and other arts has to be seen to be believed! We have seen amazing development in such a short period of time, and have no hesitation in recommending the Corelli School. The school is one of a kind, in its own league in New Zealand.

[REDACTED] s 9(2)(a) OIA

s 9(2)(a) OIA

Current Teaching Staff Testimonials

Reference 10 1/3



David Selfe

s 9(2)(a) OIA

Reference to attach to Partnership School application

1 message

Jacqui Hopkins

25 February 2014 11:07

To: David Selfe

To Whom It May Concern:

s 9(2)(a) OIA

I have been involved on a number of levels with The Corelli School since its inception in 2000. I have seen the overwhelming benefits of an arts-based education and would love to see this opportunity made available to many more students throughout New Zealand.

s 9(2)(a) OIA

As a teacher I have witnessed this level of change in a large number of students. The discipline, the exploration of self and the passion that comes with studying an art makes a substantial impact on the student's self-concept, determination and success in all areas, not just their selected art study. Being allowed to be "arty", indeed having that artiness celebrated, is a huge boost for so many students. Teaching these students in English and Mathematics is challenging in that they are fast, keen, interested students who consistently push themselves and me. Behaviour management is a non-issue as all the students are happy, content and comfortable with who they are - there is no need to prove themselves socially.

The value of a national arts school would be huge, allowing all arty students the opportunity to flourish in their chosen arts field and academically. New Zealand has produced a significant number of world class artists in various fields, most of whom had to rely on the generosity of a handful of philanthropic people to achieve their goals; however, the arts in this country are not supported in an equitable fashion compared to sport. To enable arts students to develop their skills at school level, will ensure continuing and growing achievement and recognition in the arts fields internationally. It is a sad day, when our country neglects to support and encourage the arts, an area that is so essential to the well-being of any community.

I give my whole-hearted support to the development of a national school of the arts.

Regards

Jacqui Hopkins

Deputy Principal

The Corelli Academic School of the Arts


Phone: 476-5043



Morning Kirsten,

I hope this is useful. Please feel free to correct English and spelling.

The Arts-supportive environment at Corelli allows me to teach the Visual Arts with passion. I design, deliver and facilitate various Visual Arts programmes based on the National Curriculum and Cambridge International syllabi however it is the unique forum at the school which underpins how I can encourage and develop student's individual learning in and through the Visual Arts. At Corelli I am able to work regularly on a one on one basis with students from years 1 to 13, accommodating their creative interests and meeting their learning needs. I am able and strive through the Corelli Visual Arts programmes to heighten student perception, advance critical thinking and improve their overall academic performance. I believe as an educator that it would be most beneficial to open this school, its ethos and its learning approaches to many more New Zealand students and earnestly propose Corelli is offered on a national level.


s 9(2)(a) OIA

Reference 10 3/3

3rd March

[REDACTED]

s 9(2)(a) OIA

to me

The Corelli School of the Arts

Having taught in the Singapore education system for almost 20 years, I am able to effect a comparison of both.

Working in an art-based environment helps students develop an impressive level of confidence that permeates into all other areas of their study. Their presentation skills are honed, they think laterally and constantly out of the box/creatively and most of all, all of their output is informed by the lovely strands of music, art and so on, that they imbibe in Corelli on a daily basis. Other systems are vying to integrate into their curriculums the advantages of the system that I am privileged to be in, here in Corelli.

Thank you.

Reference 11



international department <international@corelli.school.nz>

Why The Corelli School should become a charter school

1 message

[REDACTED]

s 9(2)(a) OIA

4 March 2014 17:51

To: international@corelli.school.nz

To whom it may concern,

we would like to support the Corelli School in their bid to become a charter school.

s 9(2)(a) OIA

Our [REDACTED] would be enrolled and attending Corelli if not for their current fees. Our [REDACTED] are currently attending a state integrated school that teaches a conventional curriculum, which unfortunately downplays the importance of the the Arts to something negligible. We recognise that "art education" is not a strength of state schools, especially at primary level. It's not until they reach the latter part of secondary school that Visual Art, Performing Art and Music are given equal weighting with other curriculum areas. We believe that state funding of an art-based school such as the Corelli School, will provide the well rounded education that many parents we know are looking for.

We believe there are huge benefits to be gained by sending (our) children to The Corelli School. From a developmental perspective, art making aids the development of fine motor skills in young children, language development, decision-making and visual learning. We also believe creative ideas and thinking through all areas be it; visual, musical, or performance-based will be an important part of our everyday lives, from our engagement with digital media, books and television, through to content creation and manipulation. We also know that art education strengthens problem-solving and critical-thinking skills.

We have no doubt that a well rounded education in the Arts can only add to our children's improved academic performance overall.

We understand that The Corelli School is not for every child, but we believe there is a significant number of children and parents in the Auckland area who would benefit immensely from Corelli becoming a charter school. We would hope it could become a model for other charter schools around the country.

We wholeheartedly support the application for The Corelli School to achieve charter status, and would make enrollment affordable for most families.

kind regards

[REDACTED]

s 9(2)(a) OIA

ARDERN HOLDINGS LTD T/A CORELLI SCHOOL OF THE ARTS
ASSET REGISTER - 2012

Item	Description	Approx Age (Years)	Qty.	Cond.	G.C.R.C Value	O.D.R.C Value
Tuck Shop	Allow for fluctuating tuck shop stock		1			
Uniform Stock	Allow for support uniforms		1			
Sundry Items	Teacher support equipment including calculators and other desk support requirements and personal requirements of each teacher.		1			
	Sub Total (excluding GST)					
	Total Miscellaneous (excluding GST)					
	TOTAL (Excluding GST)					

G.C.R.C. = Gross Current Replacement Cost - can be defined as the minimum cost of replacing or replicating the service potential embodied in an asset with its modern equivalent asset.

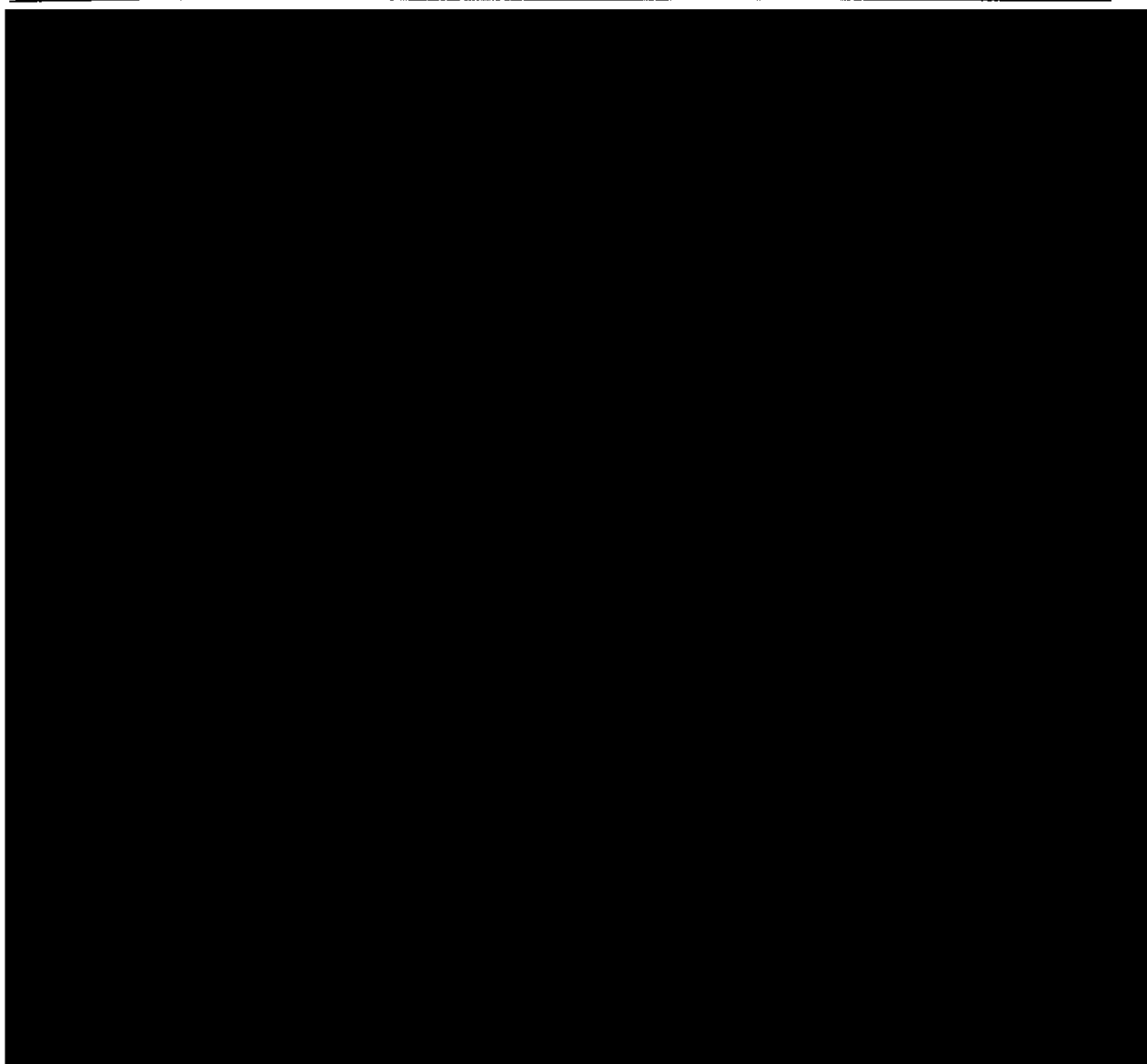
O.D.R.C. = Optimised Depreciated Replacement Cost - is the value we place on items taking into account age, condition, utilisation and performance, which is what we estimate the assets are worth in today's market.

For insurance purposes, we will be adding 3% to the GCRC total when confirmed.

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

Ardern Holdings Ltd
T/A Corelli School of the Arts
Directors' Annual Report
For the Year Ended 31st December 2011

11 further pages of 2011 accounts and 16
pages of 2012 accounts have been withheld
under S 9(2)(b)(ii) OIA



*The accompanying notes form part of these financial statements.
These financial statements have not been subject to audit or review, and should be read in conjunction with the attached Compilation
Report.*

The Corelli National School of the Arts

Year	2015	2016	2017	2018	2019
<u>Management</u>					
Principal / Academic Leader (% FTE - management)					
FTE	1	1	1	1	1
Business Manager/Arts Director					
FTE	1	1	1	1	1
Deputy Principal					
FTE	1	1	1	1	1
<u>Administration</u>					
PA to Business Manager					
FTE	1	1	1	1	1
CFO/Administration Manager					
FTE	1	1	1	1	1
Secretary					
FTE	1	1	1	1	1
PA to office					
FTE	1	1	1	1	1
<u>Property</u>					
Caretaker/Grounds Keeper					
FTE	.5	1	1	1	1
Cleaning Staff					
FTE	.75	1	1	1	1

Commercial
information
withheld under S 9
(2)(b)(ii) OIA

Teaching Staff**Registered**

Principal / Academic Leader (% FTE - teaching)

FTE

Teachers (2015 as per July Roll)

FTE

Teacher Aides (Assumption 2-5% of Roll)

FTE

Arts Teachers (2015 as per July Roll)

FTE

Non Registered

FTE

Arts Teachers

FTE

TotalCommercial
information
withheld under S 9
(2)(b)(ii) OIA

as above

12	12	12	12	12
----	----	----	----	----

.75	.75	.75	.75	.75
-----	-----	-----	-----	-----

7	7	7	7	7
---	---	---	---	---

1	1	1	1	1
---	---	---	---	---

TRINITY GUILDHALL

New Zealand Highest Mark

Recognition of excellence

2009

942181 CQA

was awarded the

Highest Mark

for

Grade Six

Speech & Drama



Catherine Marsh
New Zealand National Consultant

TRINITY GUILDHALL

New Zealand Highest Mark

Recognition of excellence

2011

8.9(2)(a) OA

was awarded the

Highest Mark

for

Grade Four

Shakespeare



Catherine Martin
New Zealand National Curriculum

TRINITY GUILDHALL

New Zealand Highest Mark

Recognition of excellence

2011

© 2011, ONA

was awarded the

Highest Mark

for

Grade Four

Musical Theatre



Catherine Wright

New Zealand National Consultant



Trinity College London

Exhibition Award

This is to certify that



s 9(2)(a) OIA

has been awarded an Exhibition
for achievement in

Speech and Drama

ADVANCED PERFORMANCE CERTIFICATE

Auckland, 2011

DIRECTOR

TRINITY **TRINITY**
COLLEGE LONDON GUILDHALL

Trinity Guildhall examinations are offered by Trinity College London,
the International examinations board. Patron HRH The Duke of Kent KG.

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

**INTERNATIONAL GENERAL
CERTIFICATE OF SECONDARY
EDUCATION**

**TRAINING IN SCHOOL-BASED
ASSESSMENT**

This is to certify
that

David Selfe

has completed the training requirements
in

Art and Design

and may undertake assessment of students'
coursework
in accordance with CIE regulations



**Vice-Chancellor
University of Cambridge**



UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate



UNIVERSITY of CAMBRIDGE
International Examinations

1 Hills Road, Cambridge, CB1 2EU, United Kingdom

Tel: +44 1223 553554 Fax: +44 1223 553555

E-mail: international@ucles.org.uk Website: www.cie.org.uk

Letter of IGCSE Accreditation

It is agreed that

Kirsten Selfe

Is qualified by experience to set and assess coursework in

English as a Second Language

Vice-Chancellor
University of Cambridge

Date of Issue: September 2004
Reference Number: NZ058ACW185



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Signatory to the Code of Practice for the Pastoral Care of International Students

This is to certify that **The Corelli School**

is a signatory to the New Zealand Code of Practice for the
Pastoral Care of International Students, as established
under section 238F of the Education Act 1989.

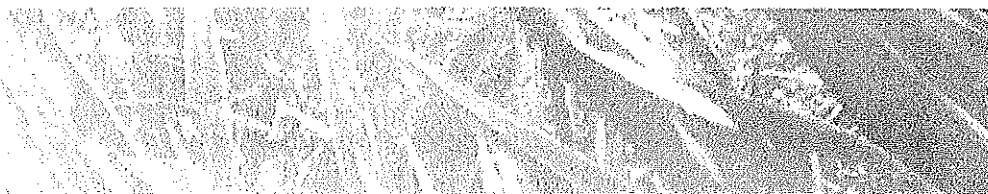
This certificate verifies that the signatory meets the quality
standards of pastoral care as set out in the Code.

Registration Number: 1326

Date Issued: 30-April-04

Code Administrator:

A. J. Sinclair





UNIVERSITY of CAMBRIDGE
International Examinations

ASSOCIATION OF CAMBRIDGE
SCHOOLS IN NEW ZEALAND (Inc)

This is to certify that



s 9(2)(a) OIA

of

The Corelli School

gained the highest mark in New Zealand in the November 2009
Cambridge IGCSE examinations for

Drama

awarded at the

**Cambridge Outstanding Achiever Awards Ceremony,
New Zealand**

on 18 February 2010

Ann Puntis
Chief Executive
University of Cambridge International Examinations



UNIVERSITY of CAMBRIDGE
International Examinations

International General Certificate of Secondary Education

Training in School-based Assessment

This is to certify that

David Selfe

has completed the training requirements in

Music

and may undertake assessment of candidates' Coursework in accordance with CIE regulations.

Vice-Chancellor
University of Cambridge

Date of Issue: May 2004
Certificate Number: NZ058ACW68



UNIVERSITY of CAMBRIDGE
International Examinations

International General Certificate of Secondary Education

Training in School-based Assessment

This is to certify that



s 9(2)(a) OIA

has completed the training requirements in

Drama

and may undertake assessment of candidates' Coursework in accordance with CIE regulations.

Vice-Chancellor
University of Cambridge

Date of Issue: March 2007
Reference Number: NZ058ACW2390



UNIVERSITY of CAMBRIDGE
International Examinations

International General Certificate of Secondary Education

Training in School-based Assessment

This is to certify that

 s 9(2)(a) OIA

has completed the training requirements in

Physical Education

and may undertake assessment of candidates' Coursework in accordance with CIE regulations.

Chief Executive

University of Cambridge International Examinations

Date of Issue: December 2008
Reference Number: NZ058ACW4800

ACSNZ

ASSOCIATION of CAMBRIDGE SCHOOLS in NEW ZEALAND INC

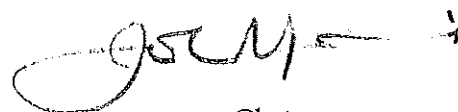
Top Centre Certificate

Awarded to

The Corelli School

November 2009

This Certificate is awarded to CIE Centres whose students were ranked in the first five places in New Zealand in one or more IGCSE or AS/AL subjects.



Chairperson



UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER



UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER

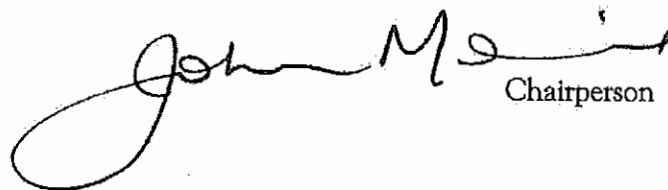
Top Centre Certificate

Awarded to

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November 2008

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Chairperson

THE ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND



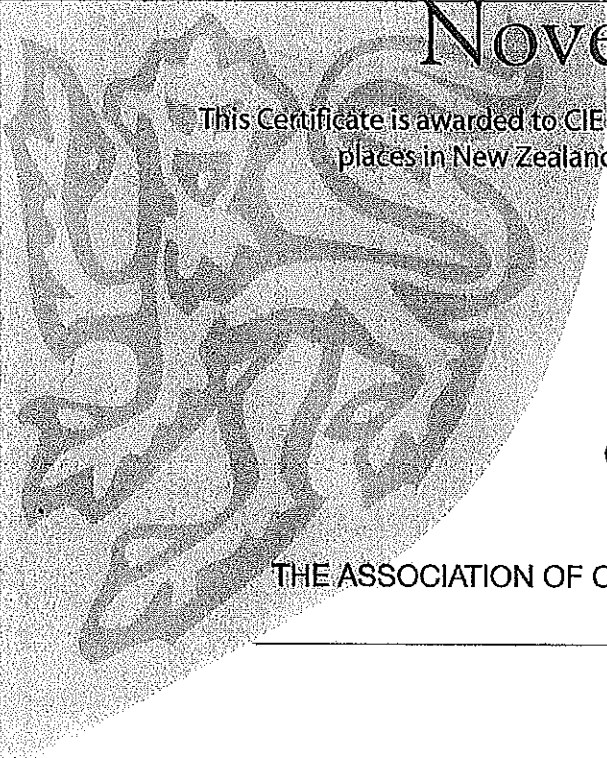
Top Centre Certificate

Awarded to

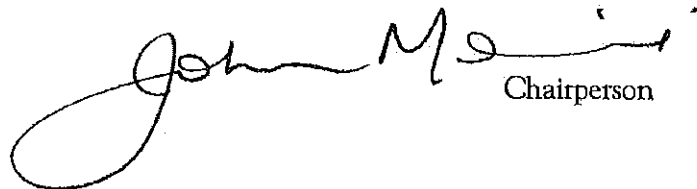


The Corelli School

November 2005



This Certificate is awarded to CIE Centres whose students were ranked in the first five places in New Zealand in one or more IGCSE or AS/AL subjects.


Chairperson

THE ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND



UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER

Top Centre Certificate

Awarded to

Corelli School

November 2004

This Certificate is awarded to CIE Centres whose students were ranked in the first five places in New Zealand in one or more IGCSE or AS/AL subjects.

John Me...
Chairperson

THE ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND

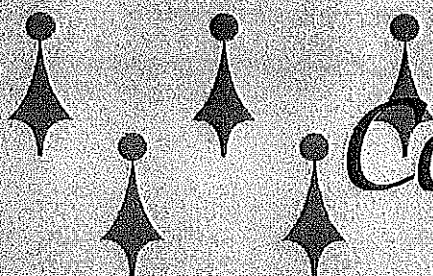


UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER

Top Centre Certificate

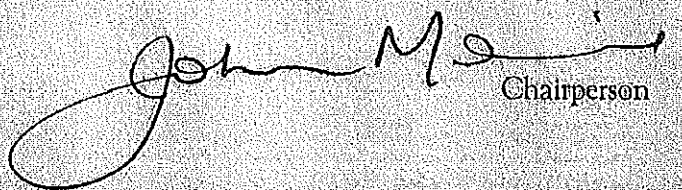
Awarded to



Corelli School

November 2003

This Certificate is awarded to CIE Centres whose students were ranked in the first five places in New Zealand in one or more IGCSE or AS/AL subjects.


Chairperson

THE ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND

ACSNZ

ASSOCIATION of CAMBRIDGE SCHOOLS in NEW ZEALAND INC

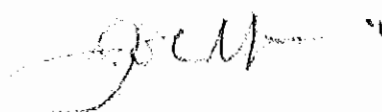
Top Centre Certificate

Awarded to

The Corelli School

February 2011

This Certificate is awarded to CIE Centres whose students were ranked in the first five places in New Zealand in one or more IGCSE or AS/AL subjects in 2010 examinations.



Chairperson



UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER



UNIVERSITY of CAMBRIDGE
International Examinations

CAMBRIDGE INTERNATIONAL PARTNER

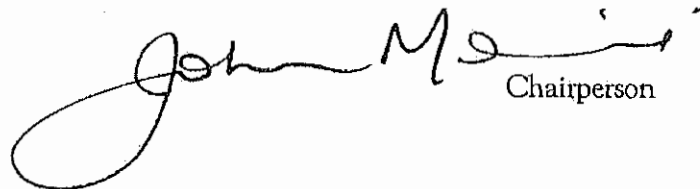
Subject Award

Awarded to

s 9(2)(a) OIA

IGCSE Music

First Place in New Zealand
June 2004


Chairperson

THE ASSOCIATION OF CAMBRIDGE SCHOOLS IN NEW ZEALAND



UNIVERSITY of CAMBRIDGE
International Examinations

This is to certify that

THE CORELLI SCHOOL

has met all the standards
required to be a

Cambridge International Centre

Ann Puntis, Chief Executive
University of Cambridge International Examinations

REGISTERED CENTRE NZ058

ISSUED ON 15 MAY 2007





UNIVERSITY of CAMBRIDGE
International Examinations

This is to certify that

Corelli School

had students ranked in the top five in one or more IGCSE or
A/AS Level subjects in New Zealand in the 2004 examination
sessions

awarded at the

Brilliance in New Zealand Ceremony

on Friday 25th February 2005

Ken Murray
Chief Executive
University of Cambridge International Examinations