



Appendices to Proposal for Partnership Schools/ Kura Hourua

Prepared for Ministry of Education

By Upper Valley Trust Board

April 2013

TABLE OF CONTENTS

Table of contents	2
Appendix 1: Upper Valley Middle School Curriculum Statements	3
Appendix 2: Year Group Timetables	4
Appendix 3: Project Information	6
Appendix 4: 2012 NCEA results for Hutt Valley Secondary Schools	10
Appendix 5: Individual Programme Base Plan.....	12
Appendix 6: References from Families of UVMS.....	17
Appendix 7: Letters of Support.....	23
Appendix 8: Project Assessment Record	27
Appendix 9: 2013 Calendar year.....	31
Appendix 10: Current UVMS policies	33
Appendix 11: Floor Plans for the Stables	34
Appendix 12: Lease Agreement (Schedule 1)	36
Appendix 13: Job descriptions for leadership roles.....	39
Appendix 14: Curriculum Vitae.....	43
Appendix 15: Implementation Plan.....	44
Appendix 16: Appointments Policy.....	46
Appendix 17: Performance Management Policy	47

APPENDIX 1: UPPER VALLEY MIDDLE SCHOOL CURRICULUM STATEMENTS

The following material has been taken from the school website to provide more detail around our curriculum.

WHAT IS AN INTEGRATED CURRICULUM?

Before explaining an integrated curriculum it is important to note we teach core morning classes in Maths, Science, English, Social Studies and Technology. Our integrated curriculum applies those subjects and the projects students do in a related manner. An Integrated Curriculum treats knowledge as being seamless and interrelated. An integrated curriculum is a means of breaking down the artificial barriers between subjects as they have been traditionally taught. It is also an effective way of broadening the possible topics that may be learned/investigated. Within the school's written curriculum the staff ensure that all areas of the Essential Learning Areas (ELA's) are covered at the appropriate levels.

WHAT IS A PROJECT BASED CURRICULUM?

A project-based curriculum treats the investigation of a topic as the basis for learning. The students do eight projects during each year. Within each topic the staff identify the areas of the national curriculum that need to be overtly taught within the ELA's. Each year the topics will encompass the full ELA requirements for that level. Within each set project all of the Learning Areas are included and the students have the opportunity to direct their own learning and work to a depth and breadth that is difficult to achieve within a traditional structure. Their learning skills (e.g. goal setting, planning, investigative research, presentation, computing, etc.) are enhanced, as are their thinking skills (e.g. metacognition, evaluation, synthesising information, etc).

Their basic academic skills (reading, writing, mathematics) are in no way ignored but are enhanced and used as a building block for in-depth work.

INDIVIDUALISED PROGRAMME BASES (IPB)

Traditionally only students with "Special Needs" have received these. In recent years the government has required schools to show that they cater for Gifted and Talented students also and IPBs have shifted to that end of the continuum.

At UVMS we think every child needs an IPB as they all have strengths worth enhancing and weaknesses to overcome. So, as well as working through the school's curriculum each child will have their own base document programme which identifies interests, strengths, areas needing development, goals, and progress measurements. Developing the plans will be a negotiated process between staff, the child, and parents.

Effectively what will be achieved are the structures for the best kind of education that are offered to Gifted and Talented children in some schools – but in this case it will be for each student. Their range of abilities will be recognised and developed using the best learning theory and applications available. We recognize that intelligence is not a fixed entity but able to be developed in each child.

APPENDIX 2: YEAR GROUP TIMETABLES

The following are the 2013 timetables for each year group at UVMS. These times vary slightly to allow for assembly (Wednesday) and running (Monday and Thursday).

Monday and Thursday times

Period 1	8:30 - 9:25
Period 2	9:25 - 10:20
Run and break	10:20 - 11:00
Period 3	11:00 - 11:55
Period 4	11:55 - 12:50
Lunch	12:50 - 1:30
Afternoon programme	1:30 - 3:15

Wednesday times

Assembly	8:30 – 8:50
Period 1	8:50 - 9:45
Period 2	9:45 - 10:40
Break	10:40 - 11:00
Period 3	11:00 - 11:55
Period 4	11:55 - 12:50
Lunch	12:50 - 1:30
Afternoon programme	1:30 - 3:15

Year 7 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	Maths Mrs Snedden	English Miss Rush	Maths Mrs Snedden	English Miss Rush	Social Studies Miss Rush
9:30 - 10:30	Science Mr Whyte	Social Studies Miss Rush	D. Tech Mr Whyte	Social Studies Miss Rush	English Miss Rush
10:30 - 10:50	Break	Break	Break	Break	Break
10:50 - 11:50	Independent project work	Maths Mrs Snedden	Independent project work	D. Tech Mr Whyte	Independent project work
11:50 - 12:50	D. Tech Mr Whyte	Independent project work	Science Mr Whyte	Independent project work	Science Mr Whyte
12:50 – 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:15	Art Mrs Snedden	Community Service	Music Miss Leggett	Sport	Community Learning +

Year 8 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	English Mrs Harland	Science Mr Whyte	D. Tech Mr Whyte	Independent project work	Independent project work
9:30 - 10:30	Independent project work	Independent project work	Independent project work	English Mrs Harland	D. Tech Mr Whyte
10:30 - 10:50	Break	Break	Break	Break	Break
10:50 - 11:50	D. Tech Mr Whyte	English Mrs Harland	Maths Mrs Snedden	Social Studies Mrs Harland	Maths Mrs Snedden
11:50 - 12:50	Social Studies Mrs Harland	Maths Mrs Snedden	Social Studies Mrs Harland	Science Mr Whyte	Science Mr Whyte
12:50 – 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:15	Art Mrs Snedden	Community Service	Music Miss Leggett	Sport	Community Learning +

Senior Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	Science Mr Whyte	English Mrs Harland	English Mrs Harland	English Mrs Harland	Science Mr Whyte
9:30 - 10:30	Social Studies Mrs Harland	D. Tech Mr Whyte	Maths Mrs Snedden	D. Tech Mr Whyte	Maths Mrs Snedden
10:30 - 10:50	Break	Break	Break	Break	Break
10:50 - 11:50	Maths Mrs Snedden	Independent project work	Science Mr Whyte	Independent project work	D. Tech Mr Whyte
11:50 - 12:50	Independent project work	Social Studies Mrs Harland	Independent project work	Social Studies Mrs Harland	Independent project work
12:50 – 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:15	Music Miss Leggett	Community Learning +	Community Service	Sport	Art Mrs Snedden

APPENDIX 3: PROJECT INFORMATION

The following table is an overview of the integrated curriculum including the project topics and the curriculum areas they specifically relate to in 2013.

Base	Year 7	Year 8	Year 9	Year 10
English	Great Books	Poetry	New Zealand Writing	Shakespeare at the Globe
Mathematics	Architecture	The Human Circus	Flight and Space	Statistics & Lies
Learning Languages	A Language & Culture	Language of Music or Movement	Maori or Pacific Island Language and Culture	Advanced Language or Book or Author
Science 1	Plants	Human Beings	War	Reactions
Art & Culture	An Artist or An Era	An Ancient Culture	Archaeology or Anthropology	Film or Director or Genre
Technology & Business	Production & Inventions of the Past	Change through Technology	Production of the Present and Future	Business in Action
Social Studies (History & Geography)	New Zealand: Places and People	The Oceans	A People or Country or Time	Law and Culture
Science 2	Animals	Great Scientists	Sport	Machines

PROJECT TASK SHEET

Following is an example of the task sheet that is given to a student for each project

TITLE: LIES & STATISTICS (YEAR 10 P2)

Due Date: Friday 19th of April

Purpose Statement: To show an understanding of how statistics are used in modern society.

Areas to Cover:

Mathematics: Number.

- a) Create a list of things that are measured statistically in our society.
- b) Prepare and present a table showing some of these statistics, grouping items that are related.

Measurement. Create and detail a method of estimating how many cars pass down a segment of River Road or Fergusson Drive in a specified time period.

Algebra. "Probability" is a key part of statistics - work out a set of probabilities for the game of Roulette (or another chosen game of chance).

Algebra. Describe in words how the figure for "life expectancy at birth" is calculated.

English:

Writing. 1) Research and then describe, with evidence as support, why life expectancy in a country like New Zealand has gone from 40 years to approx. 80 years over the last century.

2) Write a script for an advertisement that exploits statistics to attempt to sell a product.

Viewing. Watch and critically review a news programme from a use of statistics perspective. NB: You are expected to fully support any statements you make.

Science:

Living World. Investigate and use a detailed diagram (with descriptions) to classify the living world at microscopic level.

Material World. Research and create a table and an appropriate graph showing the amounts of H₂O on the earth in its various forms.

Planet Earth and Beyond. Create a table of environmental statistics, establish their credibility and comment on their implications.

The Arts:

Music: Developing Practical Knowledge and Developing Ideas. Design, detail and carry out a test that helps you to establish the best music to play while studying (if any). State and attempt to explain your results.



Social Studies: Task 1. Gather data and then write a paragraph to comment on how New Zealand is doing “economically” compared to 5 years ago? Include your data

in the form of tables.

Task 2. For some of your supporting data make two interpretations - one from a Labour Party perspective and one from a National Party perspective. These should be in paragraph form.

Technology: Technological Practice. 1) Use a spreadsheet to create a graph of exchange rate data for a 1 month period.

2) Create a one page questionnaire that could be used to build a personal profile of a person.

Health & P.E. Physical Health & Development. Gather examples of “health statistics” used to sell exercise products and identify any “lies”.

Relationships with Other People. Find and discuss the significance of statistics about family life in New Zealand.

Healthy Communities and Environments. Create a list of exercise options for people and state/promote their benefits (this could be as a pamphlet).

For this project choose 16 tasks to complete.

Basic Levels Needed: You should be able to show that you can do the following:

Mathematics: Make sensible estimates and check if the results are reasonable.

Design and use a statistical process for estimation.

Generate a pattern from observing behaviour of an object/game.

Interpret data and show understanding as to how it is obtained and influenced.

English: Thoughtfully describe events illustrated by statistical changes.

Clearly present an review of a television programme.

Science: Investigate and present findings on a natural phenomena.

Describe how substances can exist in different states.

Research, present and interpret scientific data.

The Arts: Compare and identify musical styles.

Social Studies: Interpret and comment upon statistical data based on the social and economic lives of people.

Technology: Effectively use a piece of information technology software to process statistical data.

Appropriately design a survey to gather specified data.

Health & P.E. Discover, use and critique statistics used in health issues.

Scope and Depth of Content: Apply the lessons you learned from the last project. Plan first and start early. Please ask for all of the help that you need – firstly in understanding what you have to do – and then with planning and doing your project.

Presentation: You can present you final project in the way(s) that you think is most appropriate for the type of things you are doing. Plan carefully and keep your project diary up to date.

Before you hand the project in ask yourself – have I achieved the purpose statement?

APPENDIX 4: 2012 NCEA RESULTS FOR HUTT VALLEY SECONDARY SCHOOLS

The following tables summarise the NCEA results for the four state secondary schools in the areas we hope to serve as a PSKH school. The deciles of these schools vary:

- NaeNae College – Decile 2
- Taita College – Decile 3
- Heretaunga College – Decile 6
- Upper Hutt College – Decile 7

The first three tables indicate the percentage of participants who succeeded at each level during 2012. These results are broken into ethnicity and gender. They compare each of these groups by school. They suggest varying success across the schools.

What these data do not show is the percentage of all students at the school who have achieved at each level. This is indicated in the second group of tables.

TABLE 1: YEAR 11 NCEA LEVEL 1 PASSES - 2012

		Upper Hutt	Heretaunga	Taita	NaeNae
NZ Maori	Male	53.8	33.3	73.3	30.0
	Female	81.0	57.1	71.4	50.0
NZ European	Male	70.7	50.0	100.0	81.0
	Female	90.2	70.7	62.5	57.1
Pasifika Peoples	Male	66.7	40.0	85.7	28.6
	Female	71.4	50.0	90.0	12.5

TABLE 2: YEAR 12 NCEA LEVEL 2 PASSES

		Upper Hutt	Heretaunga	Taita	NaeNae
NZ Maori	Male	81.8	54.5	33.3	44.4
	Female	84.2	57.1	76.9	53.8
NZ European	Male	69.5	68.0	70.0	40.0
	Female	84.8	82.2	81.8	82.4
Pasifika Peoples	Male	50.0	-	50.0	63.6
	Female	80.0	50.0	58.3	68.8

TABLE 3: YEAR 13 NCEA LEVEL 3 PASSES

		Upper Hutt	Heretaunga	Taita	NaeNae
NZ Maori	Male	41.7	100	80	-
	Female	75.0	50	100	57.1
NZ European	Male	78.3	71.4	70	71.4
	Female	78.5	81.3	100	100
Pasifika Peoples	Male	100	-	100	16.7
	Female	75.0	100	90	30.8

The following tables depict the number of students who succeeded at each NCEA Level by year level. The total number of students enrolled in each year level is also given. As these data show the percentage of passes by roll tends to be lower. They also show how many students are taking more than one year to achieve success.

TABLE 4: NAENAE COLLEGE 2012 RESULTS

	Year 11 (n=147)	Year 12 (n=141)	Year 13 (n=149)
Level 1	47	41	9
Level 2	4	66	24
Level 3	-	-	35

TABLE 5: TAITA COLLEGE 2012 RESULTS

	Year 11 (n=83)	Year 12 (n=116)	Year 13 (n=82)
Level 1	49	35	5
Level 2	-	41	20
Level 3	-	-	40



TABLE 6: HERETAUNGA COLLEGE

	Year 11 (n=146)	Year 12 (n=135)	Year 13 (n=95)
Level 1	70	27	6
Level 2	-	73	20
Level 3	-	3	53

TABLE 7: UPPER HUTT COLLEGE

	Year 11 (n=221)	Year 12 (n=217)	Year 13 (n=208)
Level 1	157	50	4
Level 2	-	153	49
Level 3	-	1	119

APPENDIX 5: INDIVIDUAL PROGRAMME BASE PLAN

	<h1 style="margin: 0;">INDIVIDUAL PROGRAMME BASE</h1>					
PAGE ONE: BACKGROUND						
NAME		Gender D.O.B. 				
Date started UVMS	in Year 	I.P.B Started 				
Date leaving UVMS	in Year 	I.P.B developed by: 				
SPECIAL TEACHING & LEARNING NOTES						
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">s 9(2)(a) OIA</div>						
PARENTAL AIMS & EXPECTATIONS WHILE AT UPPER VALLEY						
To do well in a happy and safe learning environment.						
STRENGTHS		CONCERNS				
Date	Parent Stndt Tchr Other	Date Parent Stndt Tchr				
06.02.12	Sport	✓ ✓ ✓	08.02.12	Maths	✓ ✓ ✓	
	Art & construction	✓ ✓ ✓		Time management	✓	
	Reading	✓ ✓		Homework	✓	✓
	Imaginative writing	✓		Writing		✓ ✓
INTERESTS		OTHER BACKGROUND NOTES				
From	Interest Activities					
06.02.12	Sport	Soccer	Could act but is shy!			
	Making things					
	Drawing, photography					
	Aerodynamics					
COMMENTS:						

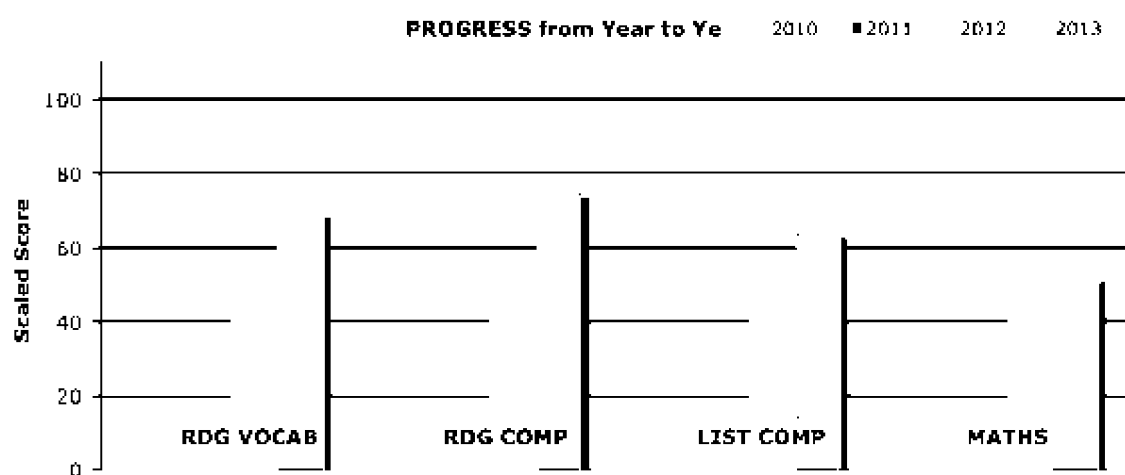
INDIVIDUAL PROGRAMME BASE

PAGE TWO: STANDARDISED TESTING

NOTE: The results of standardised tests must be read with cautious understanding. They are useful indicators of levels of attainment and progress, but it is important to consider a variety of tests, supplemented with personal observation.

A. Progress and Achievement Tests (PATs)

TEST		READING VOCAB			READING COMP			LISTENING COMP			MATHEMATICS		
Year	Level	Raw	Sci	St9	Raw	Sci	St9	Raw	Sci	St9	Raw	Sci	St9
2012	9	18	60	4	15	58	4	14	54	3	12	50	3
2013	10	20	69	5	24	75	5	19	64	5	10	52	3



B. STAR and Other Standardised Tests

C. Competitions & Academic Activities



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INDIVIDUAL PROGRAMME BASE

PAGE THREE: PROJECT RECORD

2012 PROJECT LIST

Code	Title	Assess't	Eff	1	2	3	4	5	6	Other Comment
Y9P1	NZ Writing	0.20 No credit	C							Must focus on task by task.
Y9P2	Flight & Space	0.41 No credit	C							Several misinterpreted
Y9P3	Maori or PI Language/Culture	1.32 Credit +	B	√						Mixed, but huge imprvmt.
Y9P4	War	1.30 Credit +	B	√		√				More consistent standard.
Y9P5	Archaeology or Antropology	1.33 Credit +	A	√	√	√	√			Worked well as a group
Y9P6	Production: Present & Future	1.30 Credit +	B	√	√					Some tasks minimal
Y9P7	A People, Country or Time	1.88 Merit	A	√	√	√	√			Much higher standard
Y9P8	Sport	1.83 Merit	A	√	√	√	√		√	Good habits showing through

NB: Effort Scale is A-D. See KEY below* for Skills 1-6

2010 PROJECT LIST

Code	Title	Assess't	Eff	1	2	3	4	5	6	Other Comment
Y10P1	Shakespeare at the Globe	Credit	B	√		√				More depth needed in each section
Y10P2	Statistics									
Y10P3	Adv. Language, Book, Author									
Y10P4	Reactions									
Y10P5	Film, Director, or Genre									
Y10P6	Business in Action									
Y10P7	Law and Culture									
Y10P8	Machines									

NB: Effort Scale is A-D. See KEY below* for Skills 1-6

KEY TO SKILLS IN TICK BOXES

- 1 Ability to answer all questions.
- 2 Wise use of computers during school time.
- 3 Notable attempt to give thoughtful responses to a number of tasks.
- 4 Notable attempt to use initiative, creativity and originality towards Excellence.
- 5 Appropriate and effective presentation.
- 6 Referencing of quotes and other sources.

INDIVIDUAL PROGRAMME BASE PAGE FOUR: REPORTING & FAMILY CONFERENCE			
YEAR 2012			
	READING	WRITING	MATHEMATICS
Current Learning Goals	Regular reading for pleasure; reading to gain information from printed media and internet sites	Learning skills of writing in a variety of styles. Improving spelling and grammar proficiency.	Improvement in number skills, problem solving techniques. Introduction to formal algebra techniques. Greater degree of confidence; hence catch up to required standard.
Progress & Achievement PATs, observation, tests, project tasks	Able to achieve at a level average for Year 9.	Written work often contains inaccurate spelling & sentence structure but can present good work when taking care..	Able to achieve at a level typical for Year 9. Having trouble with some new work.
School Support	Regular opportunities for reading for pleasure, project research expected.	Many different styles of writing are regularly required in class and project tasks.	Small classes; regular revision of basic skills; careful teaching of al. new topics.
Parent Support	Expectation of regular home reading habits.	Set aside time for completion of homework and project tasks.	Supervise regular homework; encourage revision.
Student Self-help	Have a book to read at all times.	Check for accuracy after making a draft; learn spelling.	Self-motivation needed; good habits will build confidence.
SCIENCE: Through selected units of work, learning the content and skills appropriate for this year level. Emphasis on developing the sense of responsibility needed for more independence in practical work.			
SOCIAL STUDIES: Through selected units of work, learning the content and skills appropriate for this year level. Focus on Research Skills, especially in In-Depth Research on projects.			
DESIGN TECHNOLOGY: Learning responsible use of tools and equipment, problem solving skills and theory appropriate to year level.			
OTHER: * Responsible use of computers * Time management skills			
SPECIAL STRATEGIES AND RESOURCES			

INDIVIDUAL PROGRAMME BASE PAGE FOUR: REPORTING & FAMILY CONFERENCE			
YEAR 2013			
	READING	WRITING	MATHEMATICS
Current Learning Goals	To be completed, this section is in process at the moment.		Extend understanding by focusing on extension work and attempting more complex questions. Remember to show a working out.
Progress & Achievement PATs, observation, tests, project tasks			Attention needed to understand questions and interpreting them in test situations.
School Support	Regular opportunities for reading for pleasure; project research expected.	Many different styles of writing are regularly required in class and project tasks.	Small classes; regular revision of basic skills; careful teaching of all new topics.
Parent Support			
Student Self-help	Have a book to read at all times	Check for accuracy after making a draft; learn spelling	Self-motivation needed; good habits will build confidence.
SCIENCE:			
SOCIAL STUDIES:			
DESIGN TECHNOLOGY:			
OTHER: * Responsible use of computers * Time management skills <div style="border: 1px solid black; padding: 2px; display: inline-block;"> shows consideration and compassion for others. </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> s 9(2)(a) OIA </div>			
SPECIAL STRATEGIES AND RESOURCES			

APPENDIX 6: REFERENCES FROM FAMILIES OF UVMS

LETTER 1

4 April 2013

To Whom It May Concern:

Letter of Support – Upper Valley Middle School to become a Partnership School

I am writing to express my support for the approval of Upper Valley Middle School as a Partnership School.

My son is currently attending Upper Valley Middle School [REDACTED]

[REDACTED] Choosing an Intermediate School was a very daunting task for us as parents as both public intermediate schools in Upper Hutt has very large rolls. I discussed this dilemma with my son's primary school principal who agreed that neither of the intermediate schools in Upper Hutt would be suitable for our son because of his [REDACTED]. He suggested Upper Valley Middle School because of the size of their roll as well as their approach to learning. After one term we now have a confident, happy and well-adjusted young man. The teachers have soon discovered my son's learning style and needs and have put the necessary structures in place to assist him. Our son's progress has blown us away and that just after one term!

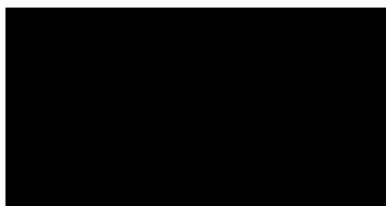
I am a resident of Upper Hutt and I believe that Upper Valley Middle School will be a valuable asset as a Partnership School to the Hutt Valley and be of great benefit to the children, families, and local community for the following reasons:

- The Upper Valley Middle School as a Partnership School will fill a long-standing need in our community for an alternative to traditional public education.
 - Many families have abandoned Upper Hutt Public Schools and sought other alternatives including sending their children to Lower Hutt or Wellington schools or to schools with boarding facilities in the Wairarapa or Palmerston North. There is a strong commitment among parents to be actively involved in their children's education and to create an educational alternative for their children.
 - The Upper Valley Middle School as a Partnership School will provide every child access to a quality education through increased learning opportunities, programs designed to help each child succeed, and a learning environment designed to meet each child's needs.
 - The Upper Valley Middle School as a Partnership School will provide a safe and exceptional environment that cultivates independent learning, character enrichment, and regional awareness while developing accountable leaders and diverse thinkers through project-based experiences.
 - The Upper Valley Middle School as a Partnership School will provide an affordable alternative to private schools. Parents who in the past could not afford private schools as an alternative for children who would not cope in a large public school or did not qualify to send their children to an integrated school will now have the choice of a Partnership School.



I support the approval of the Upper Valley Middle School as a Partnership School to serve students in our community. I endorse the Upper Valley Middle School as a Partnership School and agree that a school of choice is needed in our community.

Sincerely,

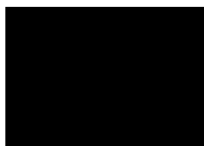


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REDACTED

LETTER 3



s 9(2)(a) OIA

10/4/13

To whom it may concern,

I have a son who has attended Upper Valley Middle School for over a year.

My son was unfortunately part of "the tail" of underachievers. In his early school years he did not cope in large classes with fast changing activities and developed avoidance techniques to hide his discomfort, lack of understanding and frustration with learning. This resulted in him falling behind in core areas and using unpleasant techniques to avoid showing how little he knew and how hard he found it. He came to believe he was stupid and the lack of confidence and frustration with himself started to exhibit with self-destructive behaviour. Under achievers come in all shapes and sizes and from all walks of life

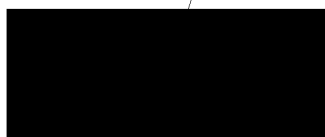
When he was still struggling at Intermediate I considered homeschooling as the only option left to deal with his learning and behavior issues as. As a parent I was desperate for a way to show him he was capable and could learn before his negative beliefs and behavior was entrenched. For me private schools were financially out of reach and would probably not accept our son. Then Upper Valley Middle School was started in Upper Hutt.

The model and size provided by Upper Valley Middle School, while challenging and by no means a soft approach, has meant he cannot hide and must persevere and learn even though learning does not come easily. The small classes and integrated curriculum have enabled him to get support when he needs it and to make sense of things as he hits roadblocks and gaps in his understanding. His confidence has improved with each "aha" moment and this is developing his tenacity when things are hard or uncomfortable.

While other options existed, some were out of reach or would only emphasise his failings. This unique model for these crucial, and I believe, last chance years should enable my son to do well at NCEA and know he can achieve as a positive member of his local college classes.

We have two sons but one fortunately does not struggle to learn. We could not afford to send even one boy to UVMS but our whanau have all contributed to his fees. And we all have no doubt that without this intensive, supportive environment my son could become another statistic, another burden on society rather than a contributing, confident participant

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REDACTED

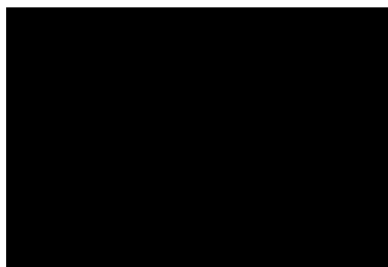
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Now we are into [REDACTED] first year at UVMS. I've seen a dramatic difference in both his school work and his behaviour around school and in our own home environment. The change has come because of the numbers, more attention given to each student, individualised programmes and an alternative school day. It's just been the missing piece in our puzzle, he has finally found the square hole. [REDACTED] joined a sport team this year, completely at his own request. I've not had one episode over homework. He also recently completed an entire project; [REDACTED]. My once school reluctant child now runs to the bus stop to catch his two buses because he doesn't want to be late to school!! It's a complete turn around in our family's eyes.

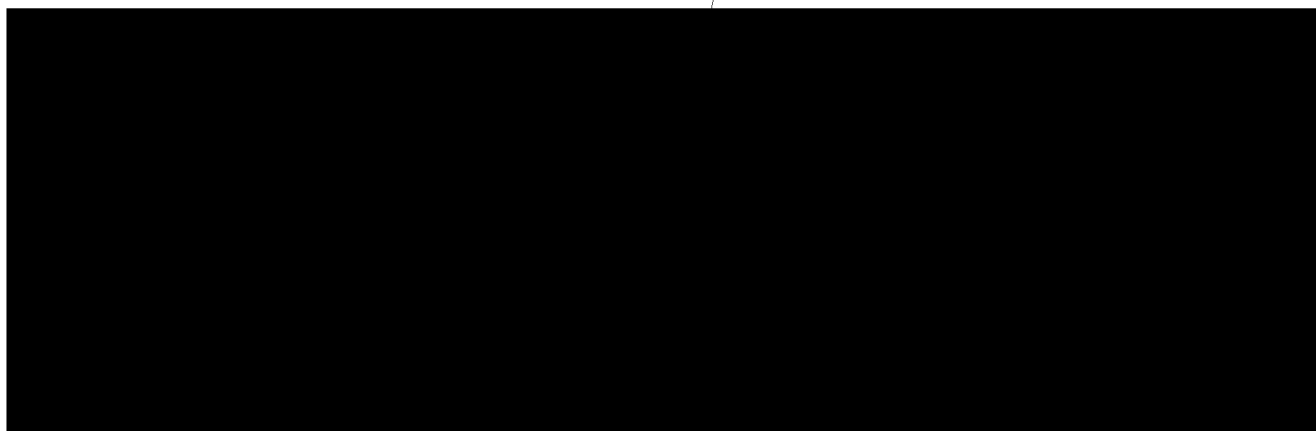
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I am very keen to see UVMS become a Partnership School, it would make this kind of education available to lots more young people. [REDACTED] is not the only kid who struggles in the normal school. Other kids don't have the chance he has due to cost. [REDACTED] will now be an individual and not a statistic in the school system.

Yours sincerely,



s 9(2)(a) OIA



APPENDIX 7: LETTERS OF SUPPORT

6 April 2013

s 9(2)(a) OIA

To Whom it May Concern

Upper Valley Education Trust Board – Application to become a Partnership School

I understand that the trustees of the Upper Valley Education Trust Board are making an application to be considered as a Partnership School. I have known Bruce Billington for about 15 years, and consider him to be someone of the highest integrity.

s 9(2)(a) OIA

I have discussed this proposal with trustee members, and am of the view that the application has a great deal of merit. As a former Trustee and Chair of the [REDACTED] Board of Trustees, I became painfully aware that the scholastic results for Upper Hutt and the northern Hutt Valley were well below those achieved in the Wellington /Kapiti area. From time to time, I encountered students who had significant learning problems which if addressed at an earlier age, would have enabled them to cope with a robust and at times cruel secondary school environment. I am not referring to children with conduct issues. My concern is for the small group of children who for a variety of reasons, need intense supervision and support, and who lack the necessary social skills or self-esteem to survive without close attention and secure parameters.

It is my view that the Upper Valley Middle School provides the sort of learning setting that would ideally suit the students who need that special attention.

For the above reasons, I support the application.

Yours sincerely

s 9(2)(a) OIA

Founder and Strategic Adviser

[REDACTED]

s 9(2)(a) OIA



10 April 2013

To Whom It May Concern

We wish to advise that we have become familiar with Upper Valley Middle School and all that they offer, over the past year. Knowing that what they offer would make a big difference to the lives of young people that we work with we have explored the possibility of partnering with them, so as to make that option available, but currently finances create a barrier.

Prison Fellowship NZ would be keen to see them be accepted as a Charter School as it would then make them a viable option for the young people we work with. These young people often need a change of environment, and be given a schooling option where they gain more personalised attention, ability to work at their own level and be encouraged to excel, with understanding. We believe that Upper Valley Middle School may be able to provide this.

Not only would we see this as being beneficial to the young person themselves, but those around them and the community as a whole. A child that is going somewhere and getting the support they need to do so, is less likely to turn toward crime.

Should you have any further questions, please do not hesitate to contact the undersigned.

Yours faithfully

[REDACTED]

s 9(2)(a) OIA

ALISON RUSH (TEACHER AT UVMS)



s 9(2)(a) OIA

9 April 2013

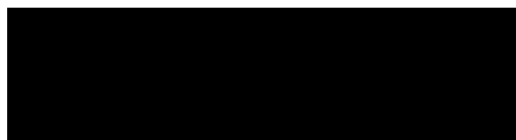
To whom it may concern.

I am writing this letter on behalf of Upper Valley Middle School to promote the need for this type of school in Upper Hutt. I have previously taught at Year 7 level, in a large local intermediate, for two years and am currently teaching Year 7 social studies and English at UVMS. I believe there is a need for a middle school in the community, like this one, that supports diverse learners and struggling learners. As a teacher in this environment I feel, for the first time, that I can make a real and measurable contribution to the learning of all my students. The reason for this is a mixture of the class sizes and the curriculum. In the cross-curricular projects all learning is linked to a common topic.

The students in Year 7, at UVMS, are a diverse group of learners. The majority have been tested and diagnosed with particular learning challenges and several have also experienced unpleasant times at primary schools. At UVMS, these students have been given lessons to accommodate their learning needs in a safe and respectful learning environment. The student/teacher relationship is quickly established through understanding the student, discussions and asking questions. One of my first tasks has been to build confidence in my students, the confidence that they can succeed, this is something new for many of them.

As a teacher, all my planning is focused on students' learning abilities and needs. With small classes at UVMS, there are opportunities to create individual learning tasks to support and extend all students. It is easier to assess if the students have gained the learning intention through monitoring and feedback at the end of each lesson. Due to small class sizes, students can get on with learning and are monitored closely. Avoidance behaviours are quickly recognised and strategies put in place.

This school is not based on a 'one size fits all' method of teaching. Students can receive learning in a way that suits their needs. I believe that Upper Valley Middle school can cater for diverse students who have not reached their full potential during their primary school years.



s 9(2)(a) OIA

Yours Sincerely
Alison Rush

UPPER HUTT MAYOR



OFFICE OF THE MAYOR
CITY OF UPPER HUTT

TO WHOM IT MAY CONCERN

RE: UPPER VALLEY MIDDLE SCHOOL

This letter is in support of the Upper Valley Middle School which is a new, independent school, located in Upper Hutt which opened in Term 1, 2012.

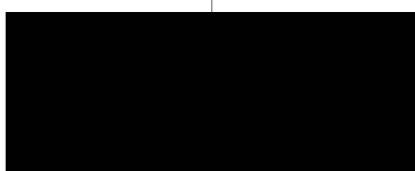
This school is an absolute asset to Upper Hutt as it provides a window of opportunity for outstanding learning for Year 2 to 10 students.

It not only gives Upper Hutt parents but the Wellington region an opportunity to send their children to a school which provides the best advantage for each and every student.

Since opening in 2012 the Upper Valley Middle School has grown and will continue to grow with the calibre of management and teaching staff that it employs.

This school provides a learning environment that is thorough, innovative and able to be applied to the best advantage to each student through their Individualised Education Plans. I certainly look forward to its continuing growth.

s 9(2)(a) OIA



Wayne Guppy
MAYOR
March 2013

APPENDIX 8: PROJECT ASSESSMENT RECORD

Following is the project assessment record for the first year 8 project in 2013.

Upper Valley Middle School: Project Assessment Record

Name: [REDACTED]

Year: Y8P1

Assessment Area	Assessment	Staff Comment	Check
English 'Charge of the Light Brigade'	<p>1. Plot – - Credit</p> <p>2. Theme – - Excellence</p> <p>3. Characters – - Excellence</p> <p>4. Author – - Merit+</p> <p>5. Poem Background – - Excellence</p> <p>6. Style – - Merit</p> <p>7. Difficult Words & Phrases – - Merit+</p> <p>8. Other Poems – - Merit</p>	<p>[REDACTED], unfortunately this is a full description of the story behind the poem rather than a full description of the plot of poem. This is the answer to question 5. You just get a credit because the story of the poem is covered but not as it is in the poem.</p> <p>Main theme and sub-theme identified and supported with specific examples.</p> <p>Insight shown into subtleties depicted in this poem as to the 'present'-active characters and those 'watching' – passive – 'The World'</p> <p>Author correctly named and a full background given with interesting details. There is the opportunity here to go further and offer your own opinions as to how his 'life' may have influenced/shaped his 'work?'</p> <p>In depth background given here and in your answer to question 1.</p> <p>Some good work on the style of this poem with supporting quotes. The one thing lacking is information on the fact that this is an epic poem</p> <p>Three phrases identified and fully defined. These could also be placed/referred to more fully in the poem's context.</p> <p>A full list of poetry stated. Quality and style indicated. Go further here to support with quotes, parts of or full use of other poems.</p>	

	<p>Speaking –</p> <p>- Excellence</p> <p>Writing – No Credit</p>	<p>Superb memorisation - no pauses, without hesitation.</p> <p>All the words practiced and clear. Good emphasis on key words, particularly on the noisy words - the <i>shot</i>, the <i>canons</i> and the <i>commands</i>. This made the story clearer.</p> <p>Very good rhythm in your presentation so we enjoyed the music of the poem as well as the story. You had fun with this and so did we.</p> <p>Not covered this project.</p>	
Mathematics	<p>Geometry & Measurement –</p> <p>- Merit+</p> <p>Geometry & Measurement –</p> <p>- Excellent</p>	<p>Time period covered from start to finish. Quote given. Can pace be also linked to time – rhythm and tenses? Reflect on this with own opinions.</p> <p>Russian Artillery Cannon Model –</p> <p>Cardboard/ pipe and wood sculpture – marquette.</p> <p>Excellent execution. In proportion and description given of media used. Reference made to the text</p>	
Science	<p>Living World –</p> <p>a) Term – biology.</p> <p>b) Living creatures classified?</p> <p>c) Different types of creatures?</p> <p>- Excellent</p>	<p>Biology fully defined. Referenced and horses accurately identified, classified and other types described. Visual examples given.</p> <p>Also referenced back to the poem. Well done!</p>	
The Arts	<p>Drama –</p> <p>- Merit+</p> <p>Music (understanding in context) -</p> <p>- Excellent</p>	<p>Screenplay written with sound screenplay format to denote speaking roles. Clearly relevant dialogue. A little more length necessary for a 2min depth.</p> <p>Power Point and music link of exceptional presentation.</p>	

	Visual Art (1) – Visual Art (2) –	Not presented.	
Social Studies	Task 1) – Credit+ Task 2) – - No Credit	Again, [REDACTED], you have described the characters in the story behind the poem, not how the characters are presented in the poem. You have, however, thought this through with care and there is some good work here in understanding the lack of responsibility shown in the real situation, for this you have achieved a Credit+. This is a very interesting situation, what do you do when you get a foolish order? Close to a credit but not quite. The main problem here is you don't demonstrate an understanding of people's-culture. Tennyson was influenced by and influenced the culture in which he operated. He helped to make popular the idea that these soldiers were real heroes through this inspiring and moving poem. This ability of Tennyson's helped to make him a very popular poet.	
Technology	Nature of Technology– - Excellent	Guttenberg's invention dated and life before background given. Effects of books being available to the public explained. Mention made in connection to life of church authorities leading to the Reformation.	
Health & P.E.	Personal Health & Development – - Credit+ Relationships with Other People –	Remember important to define stereotype here – as a base to then identify from the poem and make statements about their validity. Go further and use quotes to support your comments. Aspects of relationships identified. Need to use quotes to validate your comments. Thoughtful explanation made.	

	- Merit		
Overall Quality	MERIT+	<p><u>Marker's Comment:</u></p> <p>██████ – An exceptional project. Generally executed to a high standard. You have a very fluid and clear writing style.</p> <p>You have extended yourself in the majority of subject areas. Attention to interpretation of questions will assist your understanding.</p> <p>Congratulations! ☺</p>	



APPENDIX 9: 2013 CALENDAR YEAR.

	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	18-Mar	25-Mar	1-Apr	8-Apr	15-Apr
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Monday	Teacher Only Day								Easter Monday		
Tuesday	Term 1 Begins		School Info Evening								
Wednesday	Waitangi Day										
Thursday					TRAMP	Parent Advisory Meeting					
Friday	Day in Welln/ Research Skills				Orongo-rongos	Project 1 Due		Good Friday			Project 2 Due End Term 1
	6-May	13-May	20-May	27-May	3-Jun	10-Jun	17-Jun	24-Jun	1-Jul		
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9		
Monday	Term 2 Begins				Queens Birthday						
Tuesday											
Wednesday											
Thursday		Yr 7 & 8 Dinner	Yr 9 & 10 Dinner			Parent Advisory Meeting					
Friday				Adrenalin Day	Project 3 Due			Open Day/Info Day	Project 4 Due End Term 2	Reports Posted	



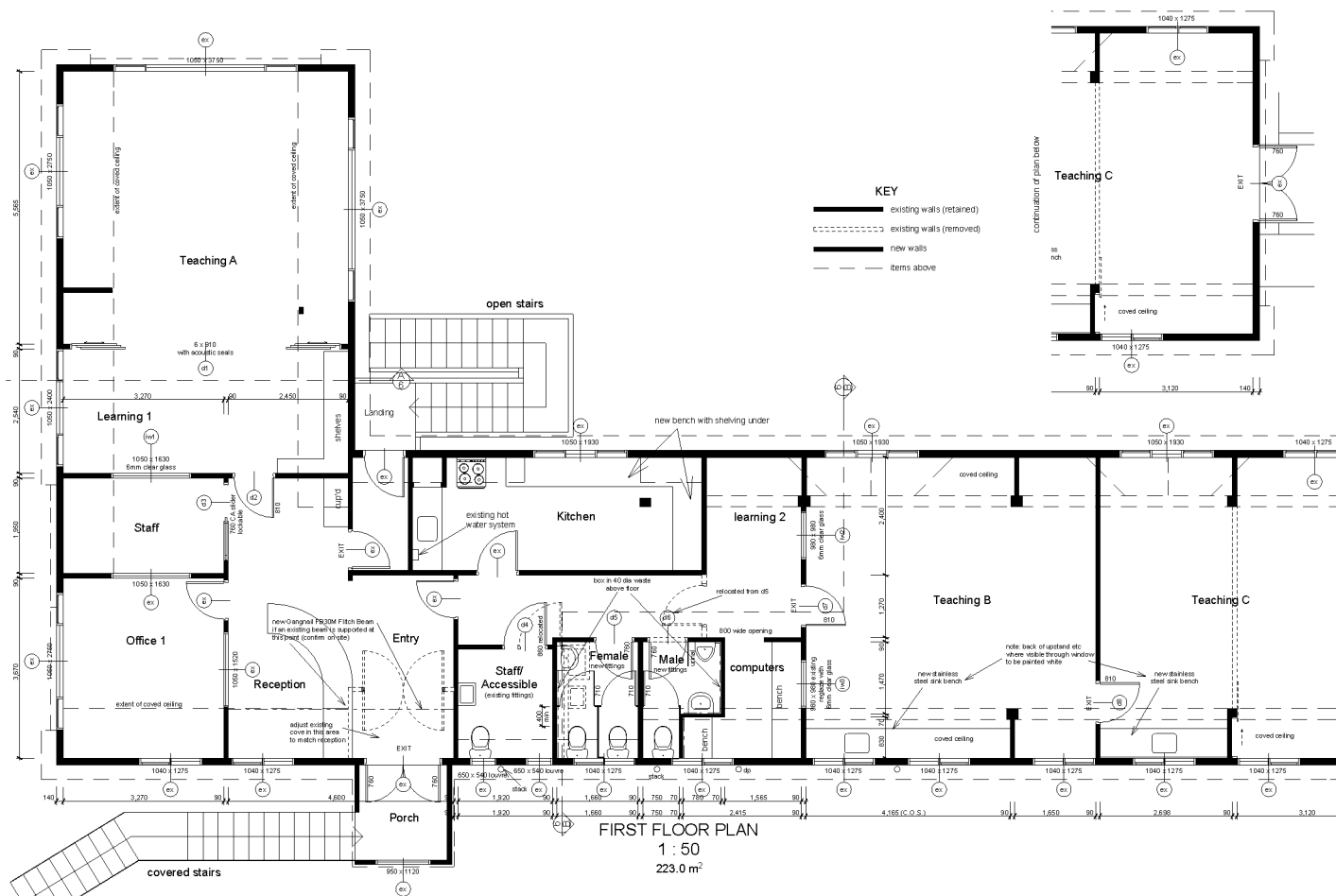
	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep		
TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9		
Monday	Term 3 Begins										
Tuesday											
Wednesday											
Thursday						Parent Advisory Meeting					
Friday			Extreme Sports Day		Project 5 Due				Project 6 Due End Term 3		
	14-Oct	21-Oct	28-Oct	4-Nov	11-Nov	18-Nov	25-Nov	2-Dec			
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Dates are subject to change		
Monday	Term 4 Begins		Labour Day						The camp in particular is yet to be confirmed		
Tuesday											
Wednesday		CAMP -									
Thursday		Wairarapa				Parent Advisory Meeting	Yr 10 - School Leavers' Dinner	Prizegiving			
Friday				Project 7 Due				Project 8 due End Term 4	Reports Posted		

APPENDIX 10: CURRENT UVMS POLICIES

The following is a list of the policies UVMS currently has documented. These will be reviewed and amended where necessary.

POLICIES	Policy No.	Date Updated
Curriculum Delivery (Nag 1)	101	July 2012
Assessment (Nag 1)	102	July 2012
Equity (Nag 1)	103	July 2012
Achievement of Maori Students (Nag 1)	104	July 2012
Literacy & Numeracy (Nag 1)	105	July 2012
Treaty of Waitangi (Nag 1)	106	July 2012
Education Outside the Classroom (Nag 1)	107	July 2012
School Self-Review (Nag 2)	201	July 2012
Reporting on Student Progress (Nag 2)	202	July 2012
Personnel Management (Nag 3)	301	July 2012
Equal Employment Opportunities (Nag 3)	302	July 2012
Appointment of Staff (Nag 3)	303	July 2012
Complaints (Nag 3)	304	July 2012
Performance Management (Nag 3)	305	July 2012
Academic Manager Appraisal (Nag 3)	306	July 2012
Financial Management (Nag 4)	401	July 2012
School Fees (Nag 4)	402	July 2012
Foreign Students (Nag 4)	403	July 2012
Property Management (Nag 4)	404	July 2012
Health and Safety (Nag 5)	501	July 2012
Emergency Evacuation (and Procedures) (Nag 5)	502	July 2012
Behaviour Management (Nag 5)	503	July 2012
Administering Medication (Nag 5)	504	July 2012
Attendance (Nag 6)	601	July 2012
Copyright (Nag 6)	602	July 2012
Animal Welfare (Nag 6)	603	July 2012
Smoke Free Environment (Nag 6)	604	July 2012
Privacy (Nag 6)	605	July 2012
Suspension of Student (Nag 6)	606	July 2012
Protected Disclosures Policy	607	July 2012
Harassment Policy	608	July 2012
EOTC	609	July 2012

APPENDIX 11: FLOOR PLANS FOR THE STABLES



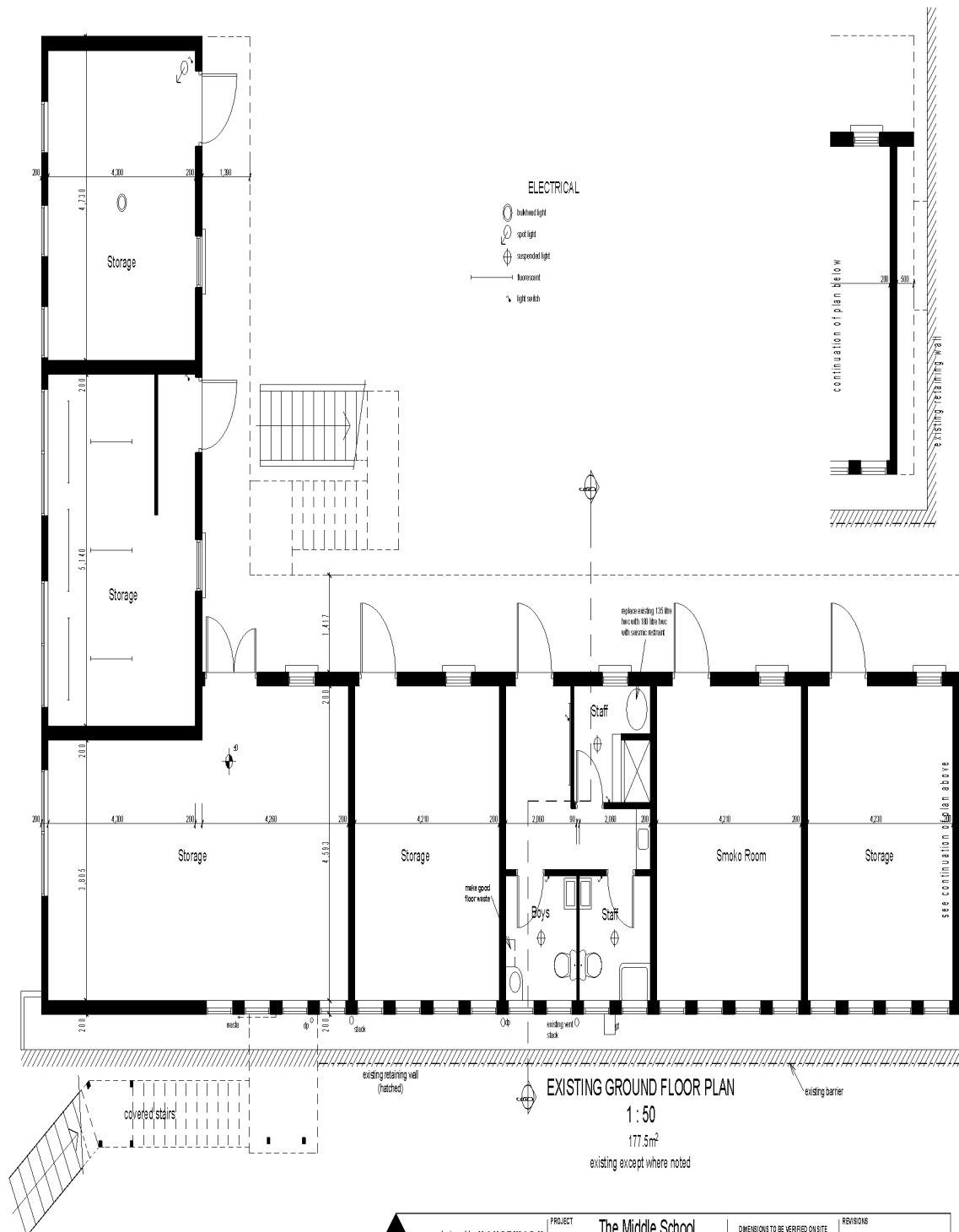
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PROJECT
The Middle School
"The Stables", CFUH
Lot 2 DP 28488
16-22 Lane St
Upper Hutt

DIMENSIONS TO BE VERIFIED ON SITE
DO NOT SCALE

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REVISIONS
DRAWING TITLE First Floor Plan
Drawn: PJM
Issue Date: 14 Apr 2011
DRAWING #
03
STATUS: For Consent
ENGINEER: -



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PROJECT

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REVISIONS

DRAWING TITLE **Ground Floor**

Drawn: P.J.M.

Issue Date: 14 May 2011

DRAWING #

of 8

STATUS: For Consent

ENGINEER: -

02

APPENDIX 12: LEASE AGREEMENT (SCHEDULE 1)

DEED made the 11th day of August 2011

LANDLORD Christian Fellowship in Upper Hutt

TENANT Upper Valley Trust

GUARANTOR N/A

THE LANDLORD leases to the Tenant and the Tenant takes on lease the premises described in the First Schedule together with the right to use:

- a) The Landlord's fixtures and fittings contained in the premises.
- b) The common areas of the property.
- c) The car parks described in the First Schedule.

FOR the term from the commencement date and at the annual return (subject to review if applicable) as set out in the First Schedule.

THE LANDLORD AND THE TENANT covenant as set out in the Second Schedule.

THE GUARANTOR covenants with the Landlord as set out in the Guarantee in the Third Schedule.

SIGNED by the Landlord

(by affixing its —

common seal) —

in the presence of:

SIGNED by the Tenant

(by affixing its

common seal)

in the presence of:

SIGNED by the Guarantor

in the presence of:

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

REDACTED

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

REDACTED

APPENDIX 13: JOB DESCRIPTIONS FOR LEADERSHIP ROLES

JOB DESCRIPTION – ACADEMIC MANAGER

Responsibility and Tasks

1. Curriculum Implementation, Feedback, Co-ordination
 - a. Implementation of the project based model
 - b. Design and marking of all projects
 - c. Ensuring New Zealand curriculum standards are maintained
 - d. Management of resources for school with the Business Manager
 - e. Schemes of work are prepared, implemented, evaluated and improved
2. Students
 - a. Writing IBPs
 - b. Knowledge of students through teaching
 - c. Discipline of students
 - d. Pastoral care of students
 - e. Student progress is effectively monitored and recorded
3. Communicating with Current Parents, Families and Whānau .
 - a. Web page, Email and other updates as appropriate
 - b. Reports & Marks sheets
 - c. Liaising with parents, families and whānau
4. Publicity and Public Relations
 - a. Marketing to inform new parents, families, whanau and local community.
 - b. Promotion and enrolment of students
 - c. Good relationships established with local schools, media.
 - d. Developing and maintaining productive partnerships with other organisations and agencies in the community
5. Employment of Staff and Staff Development
 - a. Ensuring all employed staff are outstanding professionals
 - b. Ensuring that the basic ethos is maintained in terms of the teaching role to be preparing, teaching, assessing, reporting.
 - c. Performance appraisal and review
 - d. Ensuring staff have sufficient and appropriate opportunities for professional development.
6. Management
 - a. Liaison and co-operation with Business Manager
 - b. Liaison and co-operation with Community Liaison Manager
 - c. Revision of school policies
 - d. 6 monthly reports to Villa Education Trust Board on Academic Programme and school development
7. Academic leadership across Villas
 - a. Part of the professional leadership team operating across all Villas
 - b. Liaison and co-operation with the Academic Manager.

Attributes and qualifications

- Registered teacher
- Leadership experience
- Commitment to the Villa Education Trust mission and values
- Desire to work with priority learners
- Reflective practitioner
- Excellent oral and written communication skills

- Strong interpersonal skills
- Relevant post graduate qualifications

JOB DESCRIPTION – BUSINESS MANAGER

Key Responsibilities

1. Staff Employment Contracts
2. Property and Resourcing
3. Financial Reporting
4. Staffing of Administration Area
5. Promotion of School
6. Reporting and Appraisal of model implementation

Specific Tasks

7. Current contracts and documentation up to date
8. Resource requirements for staff
9. Financial records
10. Invoicing and payments
11. Payroll
12. Monthly accounts
13. Decision making re suppliers etc
14. Supervision and support of administration staff
15. Performance appraisal and review
16. Delegation of tasks to administrator
17. Marketing in liaison with Academic Manager
 - a. Web site
 - b. Prospectus
18. Newspaper and school newsletter advertising
19. General public awareness
20. 6 monthly performance reports to Trust Board

The Business Manager is an offsite position so responsibility of some tasks will be delegated to the Office Manager at each Villa.

Attributes and Qualifications

- Business degree or similar
- Relevant commercial experience
- Commitment to the Villa Education Trust mission and values
- Desire to work with the local communities
- Excellent oral and written communication skills
- Strong interpersonal skills



JOB DESCRIPTION - COMMUNITY LIAISON MANAGER

Responsibilities and Tasks

1. Students
 - a. Pastoral care of students
 - b. Student progress is effectively monitored and recorded
 - c. Attendance is monitored, encouraged and appropriate actions undertaken if needed
2. Communicating with current parents, families and whānau .
 - a. Visiting current and prospective families
 - b. Liaising with parents, families and whānau
 - c. Developing productive partnerships focused on student achievement.
3. Development of community programme
 - a. Working with local agencies and organisations to offer opportunities to parents, families and whānau.
 - b. Establishing the school as place for parents, families and whānau
 - c. Oversight of the Whānau room.
4. Publicity and Public Relations
 - a. Marketing to inform prospective new families and local community.
 - b. Promotion and enrolment of students
 - c. Productive relationships established with local schools, media, churches and community groups
5. Management
 - a. Liaison & co-operation with Office Manager
 - b. Liaison & co-operation with Academic Leader Manager
 - c. Revision of school policies
 - d. 6 monthly reports to Villa Education Trust Board on Villa development

JOB DESCRIPTION – OFFICE MANAGER

Key Responsibilities

1. Office management of School
2. Parent liaison
3. Staff support
4. Communication

Specific Tasks

1. Email, phone and counter enquiries as required
2. Liaise with Business Manager and complete specific tasks
3. International student support and code fulfilment (if applicable)
4. Asset and property management (includes registers, maintenance, disposal)
5. IT support on site
6. Website current at all times
7. Develop clear systems where necessary
8. Reports - Term 2 and 4 templates created and mailout prepared
9. Promotion of school
10. Absences to be up to date
11. At all times ensure general tidiness of the school property.
12. Stationery and supplies ordering
13. Filing
14. Uniform ordering and selling



15. Photocopying of forms etc as required
16. Medical Assistance and Supplies
17. Ensure student files are kept up to date and ENROL system used correctly.

Termly

1. Liaise with dental and health officials for school visits
2. Attendance registers completed
3. Execution of Fire Drill and Safety checks
4. Maintenance reports

Accounts

1. Monthly accounts payable
2. Invoicing of students each term, fees, uniforms and additional expenses.
3. Additional invoicing
4. Account queries
5. Petty cash,
6. End of year financials with Business Manager

Additional

1. Event organisation e.g. prizegiving, camp, music night, community events
2. Extra administrative tasks as specified by Business Manager

Attributes and Qualifications

- Flexibility of hours
- Initiative
- Computer Skills
- Professional manner
- Strong interpersonal skills

Hours of work

- Mon to Fri 8.30am – 3.30pm
- Term time only with limited hours by negotiation over school holidays.

s 9(2)(a) OIA

REDACTED

APPENDIX 15: IMPLEMENTATION PLAN

	Building	Resources	Staffing	Enrolment	Community
2013 July	<ul style="list-style-type: none"> Finalise arrangements to extend area covered by the lease Specify plans for alterations including grounds Set up the whanau room. 	<ul style="list-style-type: none"> Create list of resources required Start sourcing extra furniture/IT suppliers and quotes 	<ul style="list-style-type: none"> Advertise for any new positions Finalise appointment of Academic Manager. Send to MHMS for induction. 	<ul style="list-style-type: none"> Arrange enrolment documents Applications open. 	<ul style="list-style-type: none"> Announce details of change. Displays and notices Begin consultation
Aug	<ul style="list-style-type: none"> Confirm consents for all changes 	<ul style="list-style-type: none"> Continue work 	<ul style="list-style-type: none"> Short list and interview Finalise employment 	<ul style="list-style-type: none"> Meet parents who enquire and provide information 	<ul style="list-style-type: none"> Public Meeting On-going networking
Sep		<ul style="list-style-type: none"> Continue work 	<ul style="list-style-type: none"> Community Liaison employment begins 	<ul style="list-style-type: none"> First round of enrolments closes Ballot if need be 	<ul style="list-style-type: none"> Community Liaison starts home visits, community groups and schools
Oct	<ul style="list-style-type: none"> Adapt the gym and put in playground equipment 	<ul style="list-style-type: none"> Finalise all orders and start purchasing 			<ul style="list-style-type: none"> Public Meeting
Nov	<ul style="list-style-type: none"> Finalise last details 		<ul style="list-style-type: none"> Fill any final positions 	<ul style="list-style-type: none"> Second round of enrolment if needed. 	<ul style="list-style-type: none"> Community Day to view school
Dec	<ul style="list-style-type: none"> Start and complete the small internal building adaptations 	<ul style="list-style-type: none"> Final acquisitions School setup 		<ul style="list-style-type: none"> Start to finalise roll for 2014 	
2014 Jan	<ul style="list-style-type: none"> Ensure all facilities working as expected 		<ul style="list-style-type: none"> Staff employment begins Teacher only days 		<ul style="list-style-type: none"> Official opening of school as a PSKH school Dawn Blessing



Feb			<ul style="list-style-type: none"> School commences 		<ul style="list-style-type: none"> On-going liaison and consultation
Mar		<ul style="list-style-type: none"> Assess any further resources needed and purchase 	<ul style="list-style-type: none"> Conduct preliminary staff appraisals. 		
Apr	<ul style="list-style-type: none"> Start any further alterations needed in the building if roll increases. 			<ul style="list-style-type: none"> Applications open. 	
May				<ul style="list-style-type: none"> Meet parents who enquire and provide information 	
Jun		<ul style="list-style-type: none"> Assess any further resources needed and purchase 	<ul style="list-style-type: none"> Assess staff needs for 2015 including expansion 	<ul style="list-style-type: none"> Acceptance of first round of interviews 	
Jul			<ul style="list-style-type: none"> Advertise for positions 	<ul style="list-style-type: none"> Continue 	
Aug			<ul style="list-style-type: none"> Short list and interview 	<ul style="list-style-type: none"> Continue 	
Sep	<ul style="list-style-type: none"> Reassess needs for following year 		<ul style="list-style-type: none"> Finalise employment across all Villas 	<ul style="list-style-type: none"> Enrolments for 2015 close 	
Oct	<ul style="list-style-type: none"> Adjust plans if necessary. 	<ul style="list-style-type: none"> Assess any further resources needed and purchase 	<ul style="list-style-type: none"> Fill any vacancies 		
Nov			<ul style="list-style-type: none"> Visits to MHMS for newly appointed staff 	<ul style="list-style-type: none"> If necessary second round of enrolments 	
Dec					

APPENDIX 16: APPOINTMENTS POLICY

Rationale

In its appointment of new staff to Upper Valley Middle School the Board aims to ensure that the most suitably qualified and experienced people are recruited and that its procedures are consistent with all statutory and contractual obligations. Through appointing the highest quality staff Upper Valley Middle School seeks to provide excellent learning opportunities to its students.

Purpose

The purpose of the appointments policy is to establish a series of guidelines to assist in the recruitment and appointment of staff in order to ensure that:

1. Upper Valley Middle School is staffed with the best available personnel
2. Upper Valley Middle School is fully staffed in all areas of operations
3. That in appointing staff the Board follows all relevant provisions of the NEGs

Guidelines

1. As the legal employer of all staff in Upper Valley Middle School, the Trust Board will ratify all appointments at a full Board meeting
2. The Academic Manager will oversee all appointments made in Upper Valley Middle School.
3. The full Board will be involved in the appointment of the Academic Manager
4. The Board delegates to the Business Manager the appointment of all support staff.
5. In deciding on the nature of a vacancy full consideration will be given to the current and future needs of Upper Valley Middle School
6. For each vacancy there will be a job description, person specification and performance agreement available for applicants
7. In making appointments the provisions of Upper Valley Middle School EEO policy and programme will be fully considered
8. New appointees will be offered an individual employment agreement in accordance with the Employment Relations Act.
9. In its appointment procedure the Board will endeavour at all times to meet the requirements of the Human Rights and Privacy Acts.
10. An external educational professional may be engaged at any time to assist in the process of making appointments
11. For each appointment a report will be given to the Board detailing the process followed, the numbers of applicants, those short listed and the rationale for final appointment.

Ratified by Board:		Signed for TRUST BOARD
		Date
Reviewed:		Date
		Signed for TRUST BOARD

APPENDIX 17: PERFORMANCE MANAGEMENT POLICY

Rationale

This school recognises the need to evaluate regularly the quality of teaching and learning at all levels relative to agreed standards of teaching performance and to the school's goals and objectives as expressed in the charter.

To achieve this, a system of staff performance appraisal is carried out with the aim of improving the quality of teaching and learning outcomes achieved by the school and its staff by providing support and development opportunities that will enable them to achieve their personal and professional goals.

Guidelines

1. The Academic Manager has the delegated responsibility for the implementation of the appraisal policy.
2. The appraisal of the Academic Manager is the responsibility of the Board.
3. A negotiated written statement as to the process is agreed to by the parties concerned.
4. The appraiser and the appraisee will set development objectives and outline the support required.
5. The appraisal process will include:
 - a. Observation of teaching.
 - b. Discussion of achievement of performance expectation with appraiser.
6. An appraisal report prepared in consultation between appraiser and appraisee.
7. All documents are confidential to the person being appraised and his/her appraiser. Information that is no longer relevant to the appraisal will be destroyed.
8. Appraisal occurs bi-annually
9. Reports will be provided to the Board when appropriate and will be of a general nature to facilitate funding

In the event of a dispute, the appraiser and the appraisee meet with a third party acceptable to both. If a compromise cannot be reached a mediator is appointed who establishes guidelines for the outcome of the mediation

Ratified by Board:	_____	Signed for TRUST BOARD
	_____	Date
Reviewed:	_____	Date
	_____	Signed for TRUST BOARD