



Proposal for Partnership Schools/ Kura Hourua

Prepared for Ministry of Education

By Upper Valley Education Trust

April 2013



3.0 PURPOSE AND GOALS

3.1. PROVIDE A DETAILED STATEMENT OF PURPOSE AND GOALS THAT:

A) DESCRIBES YOUR DISTINCTIVE MISSION/VISION AND DETAILS HOW IT WILL ENABLE STUDENT ENGAGEMENT AND ACHIEVEMENT AND WHY YOU ARE PROPOSING TO OPEN THIS SCHOOL

Upper Valley Middle School (UVMS) was opened as an independent school in 2012. Two families committed to education, particularly in the Hutt Valley area, saw a need for a school that was specifically designed for the emerging adolescent stage (11 – 15 years old). After visiting Mt Hobson Middle School in Auckland (MHMS), they decided to open a similar school in Upper Hutt.

The school was established with the co-operation of the Villa Education Trust. UVMS follows the same educational model and curriculum as MHMS. As part of our agreement with them, the Villa Education Trust has supplied UVMS with copies of all their processes, policies and curriculum documents. We are able to use any of these but cannot change them without express permission from the Villa Education Trust.

A member of the Villa Education Trust is on the Upper Valley Education Trust Board (the Sponsor for this proposal). This enables them to ensure the integrity of their educational model is retained. It is our intention to continue to deliver the Villa Education Trust model should we be successful in becoming a Partnership School/Kura Hourua (PSKH). We will work with the Villa Education Trust, through our Trust Board, to ensure our delivery of the model remains true to their vision, while also meeting the needs of students in the Hutt Valley and in particular the priority learners as defined by the Ministry of Education (Māori, Pasifika, children with special education needs and those from low socio-economic backgrounds).

While much of Upper Hutt is mid to high decile there are pockets of poverty. UVMS is ideally situated to serve not only these areas of Upper Hutt but also to serve children from the northern suburbs of Lower Hutt, many of which are low decile areas.

The aims of UVMS are:

- To provide a window of opportunity for outstanding learning for Year 7 to Year 10 learners.
- To play a significant part in preparing students for full and effective participation in their future academic, cultural, sporting, social and working lives.
- To provide a learning environment that is thorough, innovative and able to be applied for each learner through their individual education plans.

The core values of UVMS are:

- Excellence in learning.
- Collaboration and cooperation among students, families, whānau and the wider community.
- Building of personal character through applied Christian values¹; and
- A strong emphasis on thinking skills and learners understanding how they think and learn (meta-cognition).

¹ Direct religious education is not part of the Curriculum. Rather students are encouraged and supported to live by the core tenets of Christianity as they apply to ensuring a safe and inclusive environment.



A long-term goal of the Trust Board has been to enable students from low socio-economic families to attend UVMS. While we have offered some hardship scholarships our ability to do so has been limited. Too many learners, who would benefit from the innovative educational model we offer, cannot afford our fees even though they are as low as we can get them. Becoming a PSKH school would enable us to cater for priority learners from within the Hutt Valley community for whom our current fees are prohibitive.

A study of the NCEA results for the Hutt Valley (Appendix 4) provides evidence that Māori and Pasifika students are not achieving well in senior secondary school in the area. As a middle school, we can work closely with these students, their parents, family and whānau to ensure they do succeed. Teachers at the local state high schools tell us that there is little they can do when many students come to them, in Year 9, with reading, writing and numeracy levels well below the national standards. The main thing that motivates the Board of the Upper Valley Middle School to become a PSKH is our belief that *it does not have to be this way*. We understand the difficulties they face and we are aware of the good work they are doing, but more is required if the Hutt Valley is going to progress.

Despite the challenges of founding a new school we are very pleased at the progress we are making at UVMS. Most of our students were doing poorly before they came to us. In light of the fact that boys are doing the worst in our system you will not be surprised to learn that all but one of our students are boys. Most of our students could be described as good thinkers, but behind in reading, writing and mathematics and therefore unlikely to achieve NCEA Level 2 without significant improvement. Although we have only been operating for just over a year, all our students show improvement and this will become clearer in assessment over the next year or two.

In a small school, with small classes, with high expectations of each student, and with teachers focused on finding ways to support each individual there is real potential to raise the performance of students before they get to NCEA assessment. It is also a crucial age for establishing self-management and personal discipline skills that will help students throughout their lives. We are confident that this school can make a positive difference to the educational outcomes of all our students, and thereby increase the choices available to them after they leave school. We also aim to work with parents to raise good citizens who will make a useful contribution in every sphere of life. As a Board we are keen to make this type of education as accessible as possible.

UVMS has the potential to provide a unique and innovative education model to the priority learners within the Upper Hutt area (Maoribank, Timberlea and Trentham in particular) and those in northern Lower Hutt (Stokes Valley, Pomare, Taita and Naenae). As a PSKH school we would retain the core aims and values described above. They are consistent with Māori values such as *whānau* (family) and *whānaungatanga* (building positive relationships). We would, however, make more explicit our engagement with the cultures, languages and identities of the priority learners and fully commit to ensuring that learners from across the priority groups are encouraged and supported to attend.

We believe the Villa Education Trust educational model with its unwavering focus on academic success, coupled with an inquiry based project model and an afternoon learning programme that reaches out into the community will be successful in enhancing educational outcomes for priority learners. Further, through the afternoon programme we will be able to provide a range of opportunities for the community to engage with our students, to support their learning and to be supported by them. It is our intention to further develop our links with the local community and to ensure that we are actively engaged with families and whānau from lower socio-economic backgrounds. Appendices 1 to 3 contain information relevant to the curriculum, projects and timetables.



Three key additions to our current model will be the appointment of a Community Liaison Manager, the development of a *whānau* space within the Stables, and the purchase or lease of a mini-van to transport students from areas (most notably Stokes Valley) that are not close to the main transport routes.

The support of the Villa Educational Trust also means we have access to management and administrative support as required. However, all financial and organisational systems and processes are entirely separate.

We acknowledge that the Villa Education Trust has also put in a PSKH proposal and that the educational plan and operational policies will be very similar across the two proposals. This proposal should be viewed as separate from theirs, although we would envisage retaining their support for UVMS, and continuing to work together.

B) DEFINES THE SCHOOLS PERFORMANCE GOALS AND DETAILS HOW THESE WILL BE ACHIEVED AND MEASURED.

Our performance goals are focussed on six areas:

1. **Achievement.** Our achievement goals include academic, social and emotional goals. These goals and their measurement are the evidence that our educational model is working. Central to the measurement of academic goals are the individual projects. Emotional and social outcomes will be measured through a range of formal and informal measures. These could include the use of appropriate survey tools. All other goals are related to ensuring that our learners are provided with every opportunity to achieve to their potential.
2. **Attendance.** Our goal is that all learners are regularly attending school, there are no unexplained absences and there is no parent-sanctioned truancy. This will be measured through normal attendance checks. Where there are concerns about attendance we will make contact with the families concerned and discuss any issues they may have. Every attempt will be made to find solutions to the underlying causes of poor attendance. If learners need to be absent for any length of time arrangements will be made to ensure they have the necessary resources to continue their studies.
3. **Participation by learners.** It is essential that all students are not only present at school but that they are also fully engaged and participating in all activities both within the classroom and beyond. This will be achieved through the provision of a holistic, engaging and rich curriculum, delivered by enthusiastic and committed teachers. This goal will be measured through behavioural records, achievement data and evidence related to the levels of participation in a range of co-curricular activities, by all students.
4. **Participation by parents, families and whānau.** It is important that parents, families and whānau are engaged in their children's learning and participate in the wider life of the school. A key role for the Community Liaison Manager will be to ensure that the community feels welcome at the school, that they are confident in offering support for the different programmes and that they utilise the services we will offer through our *whānau* space. It is also important that all school staff supportive of the parents, families and whānau of our students and encourage their participation. The extent and nature of engagement and participation will be monitored through records kept by the Community Liaison Manager.
5. **School culture.** UVMS is a safe and inclusive learning environment where learning is valued and where all members of the community feel welcome. The expected norms of behaviour for all our community members include empathy and respect for others and selves, understanding and valuing diverse cultures, transparency and honesty in all interactions, and



a willingness to listen to other points of view. These norms are in addition to the usual behavioural norms around safety, language, drugs use, violence etc. An ethic of care is at the heart of our culture. This goal is measured through a range of informal and formal tools and it is the responsibility of all members of the UVMS community to ensure this culture is maintained and enriched.

6. **Efficiency and efficacy of systems and processes.** Systems and processes currently in place include financial, property and resource management, staff employment and appraisal, health and safety and all record keeping. Responsibility for ensuring these are effectively implemented and monitored lies with the Office Manager, who reports to the Business Manager.

C) OUTLINES WHAT YOU BELIEVE TO BE THE KEY ADVANTAGES OF YOUR APPLICATION AND HOW THEY WILL MEET OR EXCEED THE OUTCOMES DESCRIBED IN 1B)

The key advantages offered by our application are:

1. The Middle School model is not well established in New Zealand. The majority of learners in Years 7 and 8 attend full primaries (37%) and intermediates (46%). Most year 9 and 10 learners are enrolled in year 7 – 13 secondary schools (16%) or year 9 – 13 secondary schools (80%)². A review undertaken for the Ministry in 2007 by Dinham and Rowe and summarised by the Ministry in 2009³ highlighted the need for further research into the effectiveness of Middle Schooling but also provided evidence of their efficacy. The Villas will provide the Ministry with an opportunity to gather further evidence regarding Middle Schools, what works, for whom and why in this model. They will also provide parents, family and whānau with an alternative to the traditional provision for children aged 11 to 15 in New Zealand schools.
2. The educational model we present has been tried and tested over a period of ten years at MHMS. The first year of operation at UVMS has shown that the model can be successfully transferred to other schools. It is recognised in the Upper Hutt community that UVMS has an ideal environment and model to progress many struggling learners. The appended letters of support are evidence of this (Appendix 7).
3. The structure of our model enables us to tailor the independent projects (Appendix 3) and afternoon programmes to the community within which we are working, while not compromising the morning academic programme with its focus on academic success within the New Zealand curriculum. It is through these projects and programmes that we are able to enrich and extend the learning opportunities offered to our learners. In particular, we will be able to seamlessly integrate different cultures, languages and identities into their learning programmes.
4. Our focus on applied Christian values mirrors many Māori and Pasifika cultural values and metaphors. The following Māori principles, for example, have strong resonance with our own cultural and philosophical principles. As a PSKH we will continue to enrich and develop these links through working in the community, through collaboration and discussion.

² Durling, N., Ng, L. & Bishop, P. (2010). The Education of Years 7 – 10 Students: A focus on their teaching and Learning. Ministry of Education

³ Ministry of Education. (2009). Teaching and Learning in Middle Schooling: A Review of the Literature. Authors



- a. *Whānaungatanga* (building positive relationships)
- b. *Aroha ke ti tangata* (a respect, regard for others, empathy)
- c. *Kanohi kitea* (visit, keep in touch, be seen to be actively involved)
- d. *Manaaki ke te tangata* (share and host people, be generous)
- e. *Kaua e takahia te mana o te tangata* (do not trample over the mana of the people)

UVMS is now established, with much of the hard work of developing processes and systems, employing foundation staff and working through the teething problems with new buildings and infrastructures completed. We are in a position to offer 29 additional places to priority learners in 2014 with no further development of The Stables site. This is based on retaining our current students and on not enrolling students in Year 10. We are open to increasing this to 38 if there is sufficient demand.



4.0 EDUCATIONAL PLAN

4.1 EDUCATIONAL FOCUS

PART A – PROPOSED STUDENT POPULATION AND EDUCATIONAL NEED

QUESTION 1. PROVIDE A PROFILE OF THE STUDENT POPULATION YOU EXPECT AT YOUR SCHOOL.

In 2014 UVMS will be in a position to cater for a full roll at Years 7 to 9 of 36 students. We would not anticipate any additional Year 10 students beyond the two who are currently in Year 9. This is because it is unlikely students would leave their secondary school for one year. If parents requested this we would, of course, discuss it with them. The following table shows how this roll would be comprised of current and new students.

	Year 7	Year 8	Year 9	Year 10	Total
Current students	0	4	3	2	9
New students	12	8	9	0	29
Total 2014	12	12	12	2	38

The two Year 10 students would work in a combined Year 9/10 senior class.

The following table has been created using the 2013 School Directory information (available from the Ministry of Education website) for schools in Upper Hutt City and the Northern suburbs of Lower Hutt (Stokes Valley, Naenae, Pomare and Taita). The location of UVMS means we are able to cater to the priority learners within these suburbs as well. We will actively work in these suburbs as part of our recruitment and enrolment processes.

Amongst those schools with an Upper Hutt City address there was only one low decile primary school (decile 3) with the majority being between deciles 4 and 7. At the decile 3 schools the student population is 60% Māori compared with 18% of all students in Upper Hutt City schools. While essentially a mid to high decile community there are pockets of poverty in Upper Hutt and priority learners are spread across many of the schools.

When the area is extended to include schools in the northern suburbs of Lower Hutt, there are 12 decile 1 to 3 schools. These low decile schools cater for 2840 students of which 1023 are identified as Māori (36%), 862 as Pasifika (30%) and 639 as European (23%). These figures highlight the extent to which priority learners are centred in specific areas, predominantly in the northern areas of Lower Hutt. The location of UVMS means we can provide for these students.

We anticipate the proportion of learners with special education needs to mirror that of other schools in the community. We have, therefore, suggested that approximately 8% of our learners are likely to have diagnosed special needs. This is based on information in an ERO report⁴, which stated that half of the schools they reviewed reported that at least 7% of their students had special education needs. The figures in the table below are an estimate based on these and indicate our desire to reach out to the local Māori and Pasifika communities.

⁴ ERO. (2012). Including Students with Special Needs: School Questionnaire Responses (April 2012). Author.



The other consideration is gender. Ideally, there will be a gender balance in the school but this will depend on demand from the community. Currently at UVMS the roll is predominantly male. This is likely to be due to the extent to which male students tend to dominate statistics related to learning needs during adolescence.

We accept and agree that UVMS should be accessible to all learners who wish to apply and that the final roll is to be determined by ballot should numbers exceed the spaces available. It is our hope that through engaging widely with the community and proactively seeking enrolments we can ensure a representative cross section of the Hutt Valley community attends our school. Our enrolment policy is discussed subsequently.

Characteristic		2014 n	2015 n	2015 n
Ethnicity	Māori	14	17	22
	Pasifika	12	15	18
	NZ European	9	11	14
	Other	3	5	6
Diagnosed special education needs		3	4	5
Total school roll		38	48	60

Note:

- i. The special education students could be from any ethnicity and as such they are represented twice in the table.
- ii. There are two columns for 2015 dependent on whether there are 48 or 60 students at UVMS.

QUESTION 2. PROVIDE DETAIL ON THE FOLLOWING

a) The relationship between the student population to be served and the intended geographic location of the school.

The location of the Stables means that UVMS is in a strong position to meet the needs of students from Stokes Valley, Naenae, Pomare and Taita as well as Maoribank, Timberlea and Trentham, in Upper Hutt. Naenae, the most southern suburb, is only 17km from UVMS and would take students 20 minutes by train. The school is a ten-minute walk from the Upper Hutt train station. We do recognise there may be some issues for students with the cost of public transport and will work through these with our community liaison manager and the families involved.

UVMS is only 1.2 km from the Orongomai marae, with which we already have some connections through personal relationships with Board members, and through our Te Reo teacher. We are hoping to further develop this relationship in 2013. We are situated very close to support workers for struggling Upper Hutt families (e.g. Orongomai Social Services, the Prison Fellowship is next door). This will enable us to develop and maintain close working relationships with these groups. We are also close to a number of sports facilities. This enables us to offer a rich afternoon programme in the community, extending the "classroom" for our students.

This extension of the classroom into the community is not simply about our students going out to the community. In some instances the community comes to us. A local IHC group is often working in the community gardens next to the school grounds and teachers and students will interact with and assist them during break time. A group of pre-schoolers frequently plays in the school grounds and our students join them using our go-karts and other resources. These pre-schoolers recently joined UVMS children in watching a visiting circus troop perform. In another example of how the local



community supports us, a mens' group that meets nearby is currently making the school some new soccer goals. We would envisage these links, and others, growing over time, providing authentic interactions between our students and the community.

b) How the school will be able to provide improved outcomes for priority learners when compared with current provision in the area served by the school.

Under the educational model developed by the Villa Education Trust, personalised and individual learning opportunities for students from diverse backgrounds is readily possible. An uncompromising focus on ensuring the basics are learned, both through direct teaching and integration into an inquiry based learning model, ensures that all learning styles are catered for. The traditional school timetable has been adapted to allow for more flexibility and a richer learning programme (Appendix 2). Further, the school's walls are extended to include the wider community, both as a learning environment and learning resource.

There are three pillars to the educational model as discussed below. These should not be seen as separate programmes but as pieces of an interlocking puzzle that enable a holistic approach to curriculum delivery, learning and student engagement through rich, coherent learning programmes.

The morning programme is designed to obtain the maximum benefits for students through direct engagement with the professional teaching staff. Their independent learning time enables them to work at their own pace, to make individual decisions about their priorities and interests and to learn valuable work habits while further enhancing their understanding of core curriculum concepts. The extent to which this independent learning time is scaffolded and supported depends on the year level and capabilities of the individual students. Through this time key competencies such as managing self, relating to others and thinking are developed. All our students are expected and supported to achieve to their full potential across the core learning areas of the New Zealand curriculum.

The independent projects (Appendix 3) enable authentic use of the basic skills and knowledge learned in the classroom. Through the application of these skills a greater depth of learning is possible and the skills and knowledge are reinforced in an authentic learning context. The projects also ensure that learning is not siloed into subject areas, that learners are able to transfer their learning across learning areas and to see its relevance in the wider world. These projects also allow for the development of the key competencies necessary to succeed in both education and the workplace including self-management, planning and organisation. Each year level completes eight projects over the course of a year. Examples of project topics at each year level include:

- Year 7 – Great Books, Architecture, Language and Culture, Plants
- Year 8 – The Human Circus, An Ancient Culture, Change through Technology, The Oceans
- Year 9 - Flight and Space, War, Archaeology or Anthropology, A People or Country or Time
- Year 10 – Statistics, Reactions, Business in Action, Law and Culture

The afternoon programme provides extended learning opportunities in art, sport, community based learning and music/drama. The way in which these activities are timetabled enables those learners who wish to pursue a particular activity or goal to focus their energies in that area. We are supportive of facilitating additional music, cultural group or sports practices for those learners who wish to take their skills to a higher level.

We also utilise the afternoon programme to provide community service. In 2013, UVMS students have been engaged in the following community service activities:



- *Playing and refereeing lunchtime sport at Maoribank School and then buddy reading with struggling readers.* This is helpful to the reading of both groups.
- *Working at a child-care centre* on tasks such as mending books and toys, sweeping leaves, working on the garden and playing with the pre-schoolers.
- *Helping out at Kimi Ora* (a cerebral palsy school in Naenae) as required. It can be a challenge for students to learn to work with some of the most severely disabled.
- *Assisting IHC adults in creating a vegetable garden.* We built a relationship with the local IHC Base (very close to us) through community service last year and we helped them gain two community gardens next to the school.

Attainment across these three learning programmes is recorded in an Individual Programme Base Plan (IPB) developed for each learner. More information is provided on these subsequently (Appendix 5).

There are two other factors that are central to providing improved outcomes for the students attending UVMS. These are discussed in the subsequent paragraphs.

First, **our students are aged between 11 and 15**. These are often cited as the middle years in adolescent development. During these years, young people experience substantial physical and emotional change. They are the years during which attitudinal, behavioural and social problems can escalate. Body image and sexual orientation can become critical issues at this time⁵.

There is evidence to suggest that during this time the engagement of students in school begins to decrease, with lower proportions of students enjoying learning and higher proportions getting into trouble. Further, evidence suggests that their attitude towards schoolwork becomes more negative as increasing numbers of learners fail to find a connection between their learning and their future⁶.

For the priority groups of learners, it is likely that many of these issues are exacerbated through other barriers such as cultural identity, alienation, home backgrounds and socio-economic status. Ka Hikitia identifies Years 9 and 10 as a time of particular vulnerability for Māori students and their levels of engagement. Problems with attendance and engagement have been shown to escalate substantially at this time.

Retaining learners within our school until Year 11 ensures they are provided with a strong foundation on which to undertake senior secondary school study. Further, students are able to spend longer in a more inclusive and supportive environment than can be found in many of the larger secondary schools. Our professional staff are able to focus on meeting the social and emotional, as well as academic, needs of the adolescents in their care during a critical stage of their development.

Second, **the number of learners** will not initially exceed 48. This small roll size ensures our professional and administrative staff know each child as an individual and are acutely aware of their personal needs and abilities. We will be able to develop and sustain productive educational partnerships with their families whom we will come to know well over the four years. We have already seen evidence of this in the short time UVMS has been operation. Should demand for our school increase we would look at increasing the roll to 60 and/or applying to open a second school in subsequent rounds of the PSKH programme (if it is extended). Increasing UVMS to 60 would require some additional renovations and resources, but is achievable if warranted by demand. Doing so will not negatively impact the educational model we deliver.

⁵ Ministry of Education. (2009). Teaching and Learning in Middle Schooling: A Review of the Literature. Authors

⁶ Durling, N., Ng, L. & Bishop, P. (2010). The Education of Years 7 – 10 Students: A focus on their teaching and Learning. Ministry of Education



We have analysed the demographic data available in the 2013 Schools Directory to develop an understanding of the current provision models in the area we intend to serve. As described above this includes Upper Hutt City and the northern suburbs of Lower Hutt. Amongst the low decile primary schools three are full primary and five are contributing. There is one low decile intermediate at Naenae and two low decile secondary schools (Naenae and Taita). These data suggest a large number of low decile students are moving from a contributing primary to an intermediate and then onto secondary school. We can offer an alternative to this model. Further, only one of these schools has a roll of less than 100.

c) Describe the educational needs of students the school intends to enrol and identify the barriers that exist between them and educational achievement⁷.

The educational needs of all learners include developing a strong foundation in literacy and numeracy and the acquisition of content knowledge in the core learning areas including English, mathematics, science and technology. They also include the development of the necessary competencies and skills to succeed in further education and the workplace. These include the use of digital technologies and core skills in self-management, communication and relating to others.

All learners also need, and have the right, to experience, a broad and deep curriculum that caters for their interests and strengths and promotes independence, self-responsibility and engagement. This curriculum should include social studies, music, the arts and health and physical education. The development of the key competencies and values outlined in the New Zealand Curriculum are critical to ensuring learners become connected, confident, life-long learners able to fully contribute to society and to succeed as individuals within their respective communities.

We intend to enrol and work with learners from across the priority groups as identified by the Ministry of Education. These are groups of learners who have been identified as not experiencing success in the current schooling system. They include many Māori and Pasifika learners, those from low socio-economic backgrounds and those with special education needs. For Māori and Pasifika learners there is a need for them to realise their unique potential and to succeed in their lives as Māori and Pasifika, confident in their cultural heritage and who they are.

The needs of many of these learners are not being met in that they struggle to connect with and learn through the curriculum being delivered in their schools. While some may be physically at school (presence), they may not participate fully or be offered a wide range of opportunities to succeed. For others, presence itself is an issue with poor attendance either through truancy or the inability to attend school for a range of reasons. For many learners school is not a place where they enjoy success or feel connected. The result is that too many of the priority learners are leaving school without the qualifications they need to enjoy economic security and social and emotional wellbeing.

The barriers faced by priority learners are varied, complex and challenging. They can also have a cumulative effect over time in a vicious cycle (e.g. poor attendance can lead to poor attainment which leads to worse attendance). Some barriers can be generic to all learners but others are more specific. Further, those that are generic can be exacerbated by factors related to a learner's culture, home life, socio-economic status or particular learning needs including physical, emotional and sensory needs.

Breaking down these barriers and improving the learning experiences for priority learners is difficult and requires constant attention, reflection and commitment. To do so, requires the school leadership and the professional teaching staff to take the lead, to be inclusive, transparent and open to dialogue.

⁷ In writing this section reference was made to research and a number of ERO and Ministry documents as well as the personal experiences and knowledge of those developing the proposal.



This does not mean assuming a position of authority. Rather, it means ensuring that learners, their parents, families and whānau are supported and welcomed into a productive partnership that is reciprocal and collaborative; is focused on potential and not deficit.

Amongst the barriers faced by priority learners are:

- Learners from Māori and Pasifika backgrounds can feel alienated in schools where their languages, values, identities and cultures are not transparently valued and included, where there is a lack of cultural responsiveness and an unwillingness to change the “cultural tradition” of teaching. There is evidence linking academic achievement and the extent to which a learner’s culture is reflected in their school’s values and teaching practices.
- In those schools where the traditional “grammar of schooling” is strong there can be an unwillingness to make changes to the timetable or curriculum, the way students are assessed or the way achievement is reported to parents, family and whānau. Relationships between students and teachers can remain very structured and hierarchical with none of the reciprocity found in inclusive school cultures.
- In some schools, deficit thinking can lead to lower expectations for priority learners and less emphasis on their academic achievement. This can be particularly true for learners with special education needs, for whom presence alone can be seen as successful inclusion. There is a need to shift to a school culture of potential thinking rather than deficit, of realising that all learners can achieve with sufficient support, guidance and care, a rich curriculum delivered in engaging and authentic contexts and quality teachers.
- Traditional school timetables, cultures and organisational models can be barriers to the engagement of not only learners but also their parents, families and whānau. Parents who work long hours or do shift work may not be able to readily attend parent evenings or other organised home/school events. They often do not have the flexibility within their work lives enjoyed by others.
- Some parents, family and whānau do not have high aspirations and expectations for their children. It is likely they too were alienated by the education system. As a result it can be difficult to form productive educational partnerships between home and school.
- For some learners, there can be expectations that they will look after younger siblings or work part time to help the family. They can also be expected to do a large number of chores around the house leaving them little time to complete homework. Additional responsibilities can also lead to absenteeism and/or tiredness at school.
- For learners with special education needs, there can be barriers to their presence at school and participation in the school curriculum. Even where they are present they can be isolated from the main activities of the school. In some schools presence and participation are seen as sufficient attainment with academic achievement aspirations being limited.
- Poverty also has the potential to be a barrier to not only achievement but also presence and participation. School fees, the cost of school uniforms and the need to purchase learning resources can put pressure on already stretched budgets. This can result in learners not having the equipment they need. It can also lead to them feeling different to their peers and becoming isolated. Embarrassment can lead to truancy,



- Another aspect of poverty is the extent to which some learners can come to school without having had a sufficiently healthy breakfast to ensure they are able to learn. They may also not have lunches – or have inadequate lunches – to meet their nutrition needs.

d) How you propose to attract these students.

We are conscious of the need to ensure there is equitable access to UVMS for all students in the defined area. This has not been possible to date given our status as an independent school and the need to charge substantial fees to operate. We are aware of families who wanted to send their children to UVMS but were unable to do so. We are also aware of large numbers of students in the areas described above who would benefit from attending UVMS.

We will work with our contacts to publicise the changed status of the school. We believe that by being accessible to the wider community, by demonstrating our desire to work in partnership with them and by clearly enunciating the benefits for their children of attending our school we will be able to attract the desired number and range of learners. We are aware that many of the priority families may be reluctant to engage initially. This will be exacerbated by our current status as an independent school. Further, there may be language and cultural barriers to consider. It will take time and effort to develop the necessary trust. Our Community Liaison Manager will be central to this initial process and their appointment is critical.

We will utilise a range of communication means including print, electronic and face-face. These are described briefly below.

1. Through the relationships we have, and will continue to develop, with the local community we will undertake a round of consultation and information evenings during Term 4 of 2013. We envisage these being held in venues (e.g. marae, local church halls, sports clubs) and at times that are conducive to attendance. We will provide appropriate refreshments.
2. We will operate a number of open days at UVMS, which will be heavily promoted.
3. We will advertise in local newspapers and place information flyers in supermarkets or other venues that the community frequents.
4. We will set up information booths at any appropriate local community events.
5. We will speak with local agencies and organisations and ask them for advice and information regarding families we should be talking with. Where appropriate we may ask for introductions.

We are aware of the potential for only those families who are already engaged in their children's learning to approach us. For this reason we will talk with the local community leaders and other agencies to determine if there are any learners for whom education at UVMS may be particularly valuable. We would ask our Community Liaison Managers to then contact these families and ensure they are supported to apply for a place if they choose. In this way we will act proactively to ensure we are not "cherry picking" from the local community.

We need to ensure that while we are in the community we follow the principle of *tītiro, whakarongo...korero* (look, listen and then speak). We are there to learn as well as to inform - we will not flaunt our knowledge (*kaua e mahaki*)⁸.

⁸ These principles have been drawn from the work of Linda Smith and kaupapa Māori research practices.

PART B – CURRICULUM

QUESTION 3: DESCRIBE:

a) The curriculum that your school will use.

UVMS uses the New Zealand Curriculum document as the foundation for our school based curricula. This Curriculum provides learners with the necessary skills, expertise and knowledge to succeed in the 21st century. It is important that our learners are prepared to enter secondary school with the requisite academic knowledge and skills to succeed at NCEA. These include the key competencies and values within the New Zealand Curriculum.

The UVMS curriculum is integrated (Appendix 1). That is it treats knowledge as being seamless and interrelated. This is a means of breaking down the artificial barriers between subjects as they have traditionally been taught. It is also an effective way of broadening the possible topics that may be investigated. Not only does the NZ curriculum underpin the academic programme in the morning each of the learning areas are integrated into the independent projects. These projects provide learners with an opportunity to deepen their knowledge base in areas of interest and to transfer their learning across and within learning areas (Appendix 3).

Our afternoon programmes are designed to ensure that all learners are given the opportunity to participate and excel in a wide range of sporting, cultural and artistic activities. As a PSKH school we will work to ensure these activities involve the local community and offer opportunities to show learners that their cultures, languages and identities are valued and accepted.

b) Detail how it will be delivered at each year level in your proposed school

The UVMS Curriculum is delivered through three learning programmes: the classroom based academic programme in the morning, the independent projects programme and the afternoon programme where learners rotate through art, music, sport and community based learning and service.

Each year level follows the same delivery model. The nature and difficulty of the content is determined based on the needs of the learners in a particular year group. All year groups undertake class-based academic programmes in English, mathematics, science, technology and social studies.

The independent project topics are also age and interest appropriate, designed to cater to the diversity of interests within a class and to enable the authentic use of the skills and knowledge gained in the morning academic programmes. During project based learning the perspectives and understandings different students bring to the learning context are considered a valuable resource for the learning of all students. A sample project task sheet is appended (Appendix 3).

During the afternoon programme, our learners will have extended and practical opportunities to develop a greater awareness of their culture and identity and that of others, of their role in New Zealand society and of the community in which they are living. They will be provided with opportunities to contribute to that community and to learn from the community (e.g. guest speakers and tutors). It is our intention that both art and music incorporate aspects of Māori and Pasifika culture as well as others that may be in the community. We will do this through the involvement of local community members.



QUESTION 4: SET OUT THE RATIONALE FOR YOUR CHOSEN CURRICULUM AND DEMONSTRATE HOW IT WILL MEET THE NEEDS OF THE PROPOSED STUDENT POPULATION, WHILST HAVING AN AMBITIOUS APPROACH TO MEETING THOSE NEEDS.

We firmly believe in the importance and attainability of a solid academic education for all students, an education that will enable them to participate as members of society, contributing not only to the economic and social well being of New Zealand as a whole but also to their local communities. We acknowledge there are barriers to achieving academic success for some students but do not see these as insurmountable.

Their social and economic backgrounds, including their home lives, have the potential to limit the achievements of young people. We do not wish to minimise or understate the obstacles and difficulties many face. Overcoming these requires concerted effort over a period of time by a number of stakeholders: their parents, families and whānau, the wider community and their teachers. The students themselves need to have the necessary resilience and desire. Underestimating the challenge would be counter-productive. Overestimating it would be deficit thinking. The goals we will set for all members of our school community will be aspirational. They will be ambitious in the sense that they will require exceptional effort and a desire to succeed. However, ambitious can also be taken to mean that something is not likely to be attained and we do not believe our goals are unattainable.

The rationale for our chosen approach to the delivery of the Curriculum can be found in international research into the advantages of Middle Schools, the value of an inquiry based approach to learning and the recognised need for all learners to be both literate and numerate. Much of this evidence can be found in research undertaken in New Zealand and is published on Education Counts in a variety of reports. It can also be found in the success of the Villa Education Trust educational model at both MHMS and UVMS.

We are confident that our integrated and project-based approach to learning, incorporating classroom based instruction, independent projects and a cultural/sporting and community focused afternoon programme, will meet the needs of priority learners. The flexibility, innovation and coherence that is built into our school, through the size of the roll, the timetables and the age group of our learners, will enable us to implement the personalised and responsive learning environment necessary to enable the success of priority learners. The letters of reference and support (Appendix 6 and 7) showcase the value of this model for all students.

We are not underestimating the challenges we will face but have confidence in our proposed approach and in the capability of all learners to achieve to their potential with sufficient – and appropriate – scaffolding and support. Our goals will be aspirational, achievable and cumulative. Our commitment, and that of our professional staff, to supporting all learners to realise their individual potential is critical to our success. Engaging and working with the parents, families and whānau of all students is also critical and we are committed to doing so.

QUESTION 5: SET OUT CLEAR PLANS FOR TRANSITIONS BETWEEN PHASES OF EDUCATION AND (IF RELEVANT) EMPLOYMENT

Transition between schools can be a problematic time for learners. Often their achievement drops during the early stages of a new school. This can be particularly concerning if the transition also occurs at major life stages (such as entering adolescence). There is evidence to suggest that



transition to secondary school can be particularly difficult for the priority learners. This may be due to the fragmented and impersonal culture of a large secondary school. Learners suddenly find themselves moving between teachers and subjects, facing additional homework and academic pressures while also being separated from many of their friends who may be in other classes.

One of the very real benefits of a Middle School is that the transition to secondary school occurs later, when adolescents are older and more likely to adapt to a new model of schooling. Further, students do not have two transitions within a short period of time as they do at an Intermediate school.

In order to support our learners transiting into and out of our school we will work closely with the local schools. We do appreciate that in the early stages there may be some hesitation on their part to engage with us, but we are confident that the professional working relationships we already have can be extended. It is our belief that in the long-term they will appreciate the benefit of an influx of more skilled students into Year 11 and we will work with them on this. Two of the high schools are geographically very close to us and our Board members have personal connections with both schools through their own children and other community groups they are involved with.

Late in Term 4 of each year, all prospective new students and their families will be invited to the school for an introductory function. This will be facilitated by the Community Liaison Manager. The students and their families will have an opportunity to look around the school, meet the staff and other families and discuss any concerns they may have. In addition, we will welcome prospective students and their parents to view the school in action at any time. One of the key roles of the Community Liaison Manager is to ensure that our open door policy is just that – and that members of the wider community are welcomed to the school.

During Year 10 there will be an explicit focus on preparing learners for senior secondary school and what they will experience. This includes supporting our learners and their parents, family and whānau with decisions regarding their NCEA subjects and potential career choices.

For those learners who will be leaving our school to attend secondary school we will arrange for visits from the relevant Dean and/or other members of the school leadership to visit UVMS. We will provide their new school with detailed academic and achievement reports to facilitate their placement in appropriate classes.

PART C – LEARNING ENVIRONMENT AND TEACHING

QUESTION 6: DESCRIBE YOUR PROPOSED INSTRUCTIONAL METHODS.

a) Any distinctive instructional approaches you propose to be employed.

Our approach is based on the Villa Education Trust model, which is distinctive in the extent of its holistic and integrated approach. Many schools claim that they focus on the basics and that they deliver a strong academic programme that ensures students succeed in the core learning areas. Many others speak of their extensive co-curricular programmes. Inquiry based learning is also common in New Zealand primary schools as are the use of digital technologies and independent learning opportunities.

What is distinctive in the Villa Education Trust approach is the way these different features are integrated creating a seamless approach to achieving excellence. This enables learning to move beyond the narrow siloes of content areas or particular methods of learning. Further, all learners are



provided with these opportunities, regardless of their abilities. It is not presumed, for example, that only the more academically able learners are capable of undertaking independent study.

We will provide the necessary support and scaffolds for all students. We will also communicate with parents, families and whānau about our expectations and ensure they have the knowledge necessary to support their children. This will be done using a range of communication methods, appropriate for the capacity of the families involved. We will not presume that everyone has ready access to the Internet or email, for example. The Community Liaison Manager role enables us to facilitate high levels of face-to-face communication.

Our timetable operates in approximately five-week blocks with two blocks per term. The morning programme is structured around these blocks and one independent project is completed per block. This means learning is chunked into manageable lots, with learners able to complete work and achieve success at the end of each block. It also means that the professional teaching staff are able to monitor the learning that has occurred in that block and, where necessary, make adjustments for the next block.

Also distinctive in the approach we use is the extent to which our students learn in and with the community outside the classroom. This enables a natural interaction between the school and its communities. Further, the climate created by the use of The Stables, rather than the usual institution style buildings, means UVMS is perceived as a welcoming and friendly place. This focus on the learning environment, on breaking down the barriers associated with institutions is, we believe, distinctive to the Villa Education Trust model.

b) How these methods will provide students with knowledge, proficiency and skills needed to perform at high levels.

Learners need to be viewed as individuals with individual strengths and interests, their potential rather than any perceived deficits must be the focus. Our approach builds on learners' strengths while developing all areas of their overall education. Through our morning programmes we focus on developing proficiency in basic skills and content knowledge across the curriculum. We monitor progress ensuring that all learners are given the necessary support to attain the desired levels of achievement.

In the independent study projects we provide them with authentic opportunities to use those skills and the knowledge they have gained in a variety of ways. This deepens their understanding beyond the superficial and embeds their learning.

Our afternoon programme helps them make connections between school and the world beyond its gates. We envisage extending the afternoon activities to include inspirational guest speakers, and opportunities to learn from successful sports people, artists and performers from within their communities and to make time to further develop our own vegetable garden. Through sport, music and art students will be given opportunities to develop other skills and competencies, including those required for social and emotional wellbeing.

c) Help produce the educational outcomes anticipated in the school's goals.

Our school goals include learner outcomes beyond academic ones. It is our intention that our students are successful in all aspects of their lives, that they are connected, confident, lifelong learners with a strong sense of who they are and their individual and unique potential. Laying a solid base, building on that through a wide variety of experiences, monitoring and reviewing progress and focussing on the learner as an individual will enable us to achieve these goals.



Education within the Villa Education Trust model is not siloed. Many aspects of the curriculum are integrated across content areas and projects to provide for contextual understanding and the transfer of knowledge. We actively work to promote holistic rather than fragmented learning as has traditional been the case in education.

QUESTION 7: EXPLAIN HOW YOUR DESCRIPTION OF THE PROPOSED SCHOOLS LEARNING ENVIRONMENT, TEACHING AND CURRICULUM WILL SUPPORT THE ENGAGEMENT OF PRIORITY LEARNERS.

Priority learners disengagement from the more traditional education system can be attributed to a lack of connection between their lives and school, a lack of family support or challenges in their lives beyond school, which affect their well being and capacity to achieve to their potential. It can also be attributed to the extent to which they feel their culture, values and norms are acceptable and valued.

We believe that UVMS with its home like qualities, the ready accessibility for family, parents and whānau and the integration of the community through our afternoon programmes will facilitate a greater sense of belonging. It is our vision that UVMS is a place that brings together the values that underpin healthy, inclusive and supportive societies across the world. Whether framed within a Christian, Pasifika or Māori perspective, the core values of respect, empathy and care for others are the cornerstones of a positive learning environment.

We are confident, that the project-based model implemented at UVMS engages learners, providing the necessary flexibility for them to extend their own interests as they learn about and through the curriculum. The small roll size and personalised learning model also ensure that they feel valued as unique individuals with the potential to excel in all areas of their lives.

QUESTION 8: EXPLAIN HOW THE PROPOSED SCHOOLS LEARNING ENVIRONMENT TEACHING AND CURRICULUM WILL ADDRESS THE SPECIFIC NEEDS AND BARRIERS IDENTIFIED ABOVE.

The Villa Education Trust educational model has been designed as an ideal learning model for the educational needs and challenges of the 21st Century. It is inherently flexible in approach, provides a range of opportunities for learners to excel and provides professionals with the opportunity to develop collaborative and reciprocal relationships with learners and their parents, families and whānau.

Key features of this model are:

- High teacher quality and a maximum learner/teacher ratio of 15:1.
- Rich learning programmes.
- An Individual Programme Base Plan (IPB) for each child to suit their learning age, learning styles, strengths and interests.
- An integrated project based curriculum.
- Excellent preparation for Year 11 entry and a strong academic base upon which to achieve highly in NCEA, overseas qualifications and beyond.
- Clear subject based assessment to show academic progress.
- Full and educationally sound use of digital technologies.
- A day structure that allows outstanding learning opportunities outside of the classroom on a week-by-week basis and on trips away.
- Time and assistance for growth in co-curricular areas.



- A small school environment with a four-year age spread to give opportunity for learning and development with less societal pressure in a place.
- A clear Christian values base and an ethic of care.

The UVMS Curriculum is responsive to the needs of students and firmly grounded in the New Zealand Curriculum. As described throughout this proposal the way it has been designed enables multiple and varied ways for students to engage with their learning, to further their own interests and to build on their strengths. It also provides opportunities to proactively work on areas of concern.

Our assessment practices are thorough and built around the five-week project blocks. We regularly assess across the traditional content areas and use a range of assessment data from standardised tests and projects as well as subject area tests. This evidence is used to inform our on-going teaching and to ensure that all students are achieving to their full potential. Over time we gather a comprehensive picture of the achievement of our learners and are able to identify where they need additional support. This is made easier in that our small roll size means all teachers know each student individually, in a way that is not possible in larger schools.

QUESTION 9: OUTLINE THE SCHOOLS PLANNED SELF-REVIEW PROCESSES

The Upper Valley Trust Board will approve an overall programme of self-review covering all operational areas over a three-year period commencing in 2014. For each review, a reviewer will be appointed with clearly specified terms of reference and procedures to follow. Those involved in the review will be given adequate notification of the review due date and the process to be undertaken. The reviewers will present a draft report to the relevant staff with the opportunity for them to provide feedback. A final report will be presented to the Upper Valley Trust Board. In 2014 this review is likely to be *community engagement and participation* given the importance of this to raising achievement for priority learners. This will also enable us to monitor and review the role of the Community Liaison Manager.

As part of a **continuous review cycle**, the Academic Manager currently reviews and discusses all assessment results with the core professional teaching team in the school. This occurs at the end of each five-week block of learning. They look at the outcomes by individual learners, year groups and across UVMS as a whole. What worked and what didn't is discussed and plans for the following block made based on the evidence collected. The results of individual tasks within each project are recorded in a centralized document enabling comparison across projects. Action plans will be implemented, where necessary, to support individual learners or year groups. This process will continue in 2014 and beyond.

From 2014, the **Measurable Gains Framework** will be used within all our review processes, with a particular emphasis on Māori achievement. We will adapt the rubrics and evaluation logic to ensure we are also measuring the gains made in meeting the needs of other students in UVMS. Working through this framework and embedding it in our school practices will be a key feature of the initial planning and professional learning meetings focussed on 2014. We will begin this work in 2013.

The Community Liaison Manager will be asked to measure and report on the extent to which parents, families and whānau are participating in the community engagement programme. This will include measures of attendance at events, interactions with professional staff, visits to the school and use of the whānau room.



PART D – STUDENT PROGRESS AND ACHIEVEMENT

QUESTION 10: STATE WHICH QUALIFICATIONS WILL BE OFFERED BY YOUR SCHOOL IF IT IS A SECONDARY OR COMPOSITE

UVMS will include students from years 7 – 10 and as such will not offer formal qualifications. However, the considerable flexibility within our model does mean we can support academically able students to undertake NCEA level 1 at year 10 if appropriate.

Consideration is currently being given to enabling some learners to remain at UVMS for Year 11 should it be in their best interests. This would only occur where it was felt an individual student was not socially or emotionally ready to move to secondary school but could complete some NCEA level 1 credits.

QUESTION 11: DETAIL TESTS, MEASURES OR OTHER ASSESSMENT TOOLS THAT YOU PROPOSE TO USE.

a) *How student progress and achievement will be measured, tracked and reported.*

Student progress and achievement is measured, tracked and reported using a range of evidence including:

- Standardised testing at all year groups using PATs.
- All students complete the Australian maths, science and English ICAS tests.
- Content area tests are regularly undertaken in English, science, social studies and mathematics.
- All independent projects are marked using a *no-credit*, *credit*, and *excellence* framework for each task.
- Overall teacher judgement is used when measuring against National Standards.

The main form of student assessment is the eight completed projects in each year. These cover each of the learning areas through a series of applied tasks. Learners and their parents are provided with a full assessment schedule for each project. This includes whether each task achieved a no credit, credit, merit or excellence and teacher comments on that task. The overall quality is assessed across all tasks with a comment. Appendix 8 contains a copy of a student's project assessment record

At the end of every project (i.e. twice each term) the students are tested through assessments based on the traditional subject divisions. This is to allow our parents to be sure that they are being advantaged by the mode of learning we are using and to give them a comparison against normal New Zealand school criteria. Some of the student projects also require them to make clear subject divisions within the aspects they are studying.

Two formal written reports are sent to parents. These are issued at the end of Term 2 and again at the end of Term 4. They are comprehensive, in plain language, easy to understand and include grades for different curriculum areas and a summary of achievement on independent projects. They include grades for achievement across all learning areas for both achievement and effort and a summary of completed project levels. There are comments for each learning area explaining the grades achieved. The Community Liaison Manager will monitor how accessible these reports are for parents, families and whānau and what improvements are possible.



Parents, family and whānau will always be welcome to drop into the school, observe classes and to discuss things with the Academic Manager or Community Liaison Manger. They will also be welcome to make more formal appointments when they see the need. As discussed elsewhere we intend to create a *whānau* space to facilitate this.

All students will have an **individualised programme base (IPB)** This document (Appendix 5) will identify their interests, strengths, areas needing development, goals and progress measurements. Development of the plans will be a negotiated and collaborative process between staff, learners, their parents, family and whānau. We acknowledge that it may take some time to develop the necessary relationships to fully realise the potential of the IPBs to enhance individual student learning. However, we envisage the development of these documents as a tool for deepening home-school partnerships and as concrete evidence of our commitment to working with parents, family and whānau.

b) How assessments will be used to tailor instruction to student needs and improve student outcomes?

The purpose of all assessment is to ensure that there are shared understandings amongst professionals, learners, their parents, families and whānau regarding the level of achievement of individual students against expectations, the progress they have made and the areas still needing improvement. These understandings are of what students should be learning, what they have learned and what they need to learn.

Through the collection and analysis of a range of evidence, informed decisions about the needs of individual learners can be made. Through the IPBs this information is collated at an individual level, in a format that enables a consideration of the individual needs and circumstances of each learner when making curriculum decisions and planning classroom activities. This is to ensure that all learners are provided with a clear pathway forward.

All our teachers are expected to review and reflect on their teaching practices, to consider the achievement of the learners in their classrooms and to ensure that their practices are informed by evidence. They are required to demonstrate how their planning reflects the needs of their learners as evidenced in a range of assessment activities.

Students regularly receive formal and informal feedback on their progress, on what they have done well and where they still need to improve. All tasks are thoroughly marked and discussed with individual students.

Through making the overall expectations that all our students will achieve to their potential clear, through the collection of evidence regarding what they have learned and through the shared identification of the necessary next steps the outcomes for each student at UVMS will improve. The key to this is the planning of appropriately focussed, personalised learning programmes, something that is a core feature of the Villa Education Trust model.

Twice a year the Academic Manager will be expected to report to the Upper Valley Trust Board on:

- The progress of the learners in the school.
- The quality and extent of collaboration with the community including parent, whānau and family engagement.
- The overall management and administration of the school.

This reporting will not be onerous but will focus on key successes and on any issues that need to be brought to the attention of the Trust Board.



4.2 SUPPORT FOR LEARNING

PART A: PARENT, FAMILY, WHĀNAU COMMUNITY INVOLVEMENT

QUESTION 1: DESCRIBE HOW YOU PROPOSE YOUR SCHOOL WILL:

a) Work with students, parents, families, whānau and community to promote high attendance levels, school wide.

The inclusive culture of UVMS and the extensive and varied learning opportunities offered will be a key driver in promoting high attendance levels. However, we are also realistic that it may take time for students from amongst the priority learner groups, their parents, families and whānau to engage fully with us in collaborative and productive partnerships. Much will depend on the extent to which their previous experiences with schools have been positive.

While we will take a strong line on attendance we will not be punitive. This would achieve little if there is a core issue with perceived authority and the value of schooling, or if there are social or economic barriers to attending. The Academic Manager will have overall responsibility for attendance and for putting in place any measures necessary to achieve our goals. The Community Liaison Manager will be supported to work closely with any families for whom attendance is an issue. The school will be proactive rather than waiting for the problem to escalate, looking for solutions to any barriers to attendance. We will engage with other organisations to find solutions. However, if the problem persists we will not hesitate to involve the appropriate truancy authorities.

We also recognise the important role teachers play in promoting and supporting links with the community and in engaging and motivating learners. Presence alone is not enough, participation and a focus on achievement in the classroom is also needed. This is the preserve of the classroom teacher to facilitate. If learners are actively engaged, see purpose in what they are doing and feel that their point of view is valued they will be more likely to attend school. The Academic Manager will work with the teachers to ensure their classrooms are positive learning environments for all learners.

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

We have observed, in other schools, that parent evenings at set times for set purposes are not always successful. They assume a level of flexibility in people's lives that may not always be the case. They also presume that all families feel comfortable coming into a school for formal events. Our approach is to provide more flexible and individual opportunities, to build relationships with people over time.

We will include a *whānau* space in the school, a place where families can feel comfortable, can access a computer if need be and can get advice from our Community Liaison Manager. They will also be able to talk informally with teachers, look at their children's work and see what happens in the school. The furnishings of this space and its name will be finalised during our initial consultations.

All our students will be highly visible in the community through their afternoon programmes. This will occur both through their community service programme and through sport and cultural activities. In addition, we envisage the use of community members as tutors and will welcome support from parents, family and whānau as learning resources.



Our Community Liaison Manager will have a critical initial role in developing these partnerships. Sustaining and further developing them over time will also require commitment from the other professionals within the school. While collaboration and productive partnerships is a two-way relationship the reality is that, in most instances, the professionals will need to lead the way, to take the initiative.

c) Work with parents /family/whānau so they have the information and training they need to better support and become more involved in the learning process.

We intend to offer a range of programmes and support groups for our wider school community using UVMS as a resource. Ideally, these will involve local community organisations to promote independence and sustainability. It is not our intention for the community to become dependent on us. We see our role as supporting them to become self-reliant through education. Our current thinking includes budgeting advice, computer literacy, ways to support their children with reading and other learning activities. This thinking will be further developed and finalised in consultation with the local community.

The programme offered will be flexible and designed to meet identified need. We realise there is no guarantee this service will be utilised, at least in the early days, and our Community Liaison Manager will need to be very proactive and to listen to what the community wants. We will review our approach and make changes if it is not realising the desired benefits.

d) Communicate to parents, family, whānau and the community informing on the schools yearly progress and achievements.

During 2013, we will develop a communications plan that reflects the nature of the community we will be working with as a PSKH school. We want to ensure that information is easily accessible and understood. At a minimum we will use the local newspapers and the school website for both reporting on progress and celebrating success. Other potential communication channels include local organisation newsletters and community meetings. It may be that there is a central place in which we can place an information booth, which could be regularly updated.

Currently, the Academic Manager uses email, phone calls and informal interactions at pick-up and drop-off to inform families in the school community of progress and achievements. Individual emails are sent when required, sometimes weekly. Emailed newsletters are sent on a weekly basis. We will not assume that all families have access to email. Rather we will check this and where necessary determine a more appropriate means of communication. There is also a school news page on the website (<http://www.uppervalley.school.nz>). Determining who can access email and the website and finding practical alternatives for those who can't will be the responsibility of the Community Liaison Manager. There is currently one family at UVMS for whom we provide hard copy of all communications.

Twice a year reports are posted home. There are other opportunities for communication during the year such as the School Information evening, early in the first term, and the parent/care-giver/grandparent dinners during the second term. The end of year prize giving is the formal forum for celebrating the successes of the year and reporting to learners and their parents.



PART B COMMUNITY PARTICIPATION

QUESTION 2: DESCRIBE THE RELATIONSHIP THE SCHOOL INTENDS TO BUILD WITH COMMUNITY AGENCIES AND ORGANISATIONS THAT SERVE THE STUDENTS WHO ATTEND THE SCHOOL

We have already begun to establish productive working relationships with some community agencies and organisations and we intend to further extend these (e.g. the Prison Fellowship, Orongomai Marae). We will also work to develop new relationships, particularly in the Lower Hutt suburbs. We do not see UVMS as having a key role to play in delivering community services. However, we see an opportunity for us to work closely with existing groups to ensure that the parents, families and whānau of our learners are in a position to support their children's educational achievement. One way we can do this is to ensure there are brochures and other information available in the *whānau* space for families to access. This could include information on support groups, local courses or other community activities.

Where appropriate we will use local agencies and community groups to run courses for our wider community at UVMS. We also intend to use these groups within our afternoon programmes, in particular the community-based learning sessions. This could include community tutors working with our learners and our learners working within the community.

QUESTION 3: DESCRIBE ANY COMMITMENTS 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

UVMS has no formal partnerships beyond that it has with the Villa Education Trust. Under that agreement we are able to deliver their educational model and utilise all documentation and systems including curriculum templates, policies, reporting tools and assessments.

We have already developed positive working relationships with the following groups. We envisage these continuing and other relationships being formed.

- *Matariki and Stepping Stone preschools*. Both these are in close proximity to UVMS and our students regularly work with groups of children from these preschools.
- *The Upper Hutt IHC Base*. In the past students have completed craftwork with groups from this organisation. They use some of the community gardens next door to the school and our students support them with their gardening activities. Discussions are currently being held around doing some woodwork with an IHC group. Our technology teacher would run this programme.
- *Kimi Ora* (cerebral palsy school in Naenae). This term a group of students are learning to help out as required.
- *Maoribank School*. A group of students has been playing team sport with them since the beginning of this year and then they do buddy reading with some of their students
- Last year students cooked for various foodbanks, with a *SuperGran*.

As part of our community learning **programme** we have made arrangements with various groups to come and talk to us about their work or we visit them e.g. a representative from the city council; a soldier; an inventive local company; a book-binder; a builder; a clown. Again this would continue.



Other relationships we have and are developing include:

- Through our Te Reo teacher we have visited Orongomai marae. Two Board members have connections with the marae and this is a relationship we would like to extend.
- The Prison Fellowship (<http://www.pfnz.org.nz/index.html>) has offices close to UVMS and the Trust Board are currently talking with them about ways in which the school can support their work, particularly children of prisoners who could benefit from UVMS.

In recognition of ourselves as global citizens we sponsor a Fijian deaf child and are developing a relationship with the Deaf Hostel and the Gospel School for Deaf who care for and educate him. The UVMS community works together to raise money for this child. Planning is underway for an evening or a Saturday afternoon when families will get together to make survival bracelets for a fundraiser.

PART C – SCHOOL ORGANISATION AND CULTURE

QUESTION 4: DESCRIBE THE PRINCIPLES OF HOW THE SCHOOL IS ORGANISED AND HOW THIS WILL SUPPORT STUDENT LEARNING

The following are the principles on which UVMS is organised:

- It is operated in accordance with the Treaty of Waitangi.
- There is an uncompromising focus on student outcomes – academic, emotional and social.
- The learner is the centre of everything we do.
- The concept of *ako* (learning from each other) is central to all relationships.
- Coherent systems and structures for governance, management and administration are developed and maintained with regular review against performance standards.
- There is an ethic of care that encompasses the wider community – all staff, learners, parents, families and whānau.
- We employ an understanding and proactive approach to solving problems or issues before they become major barriers.
- There are high levels of accountability and expectations that all in the community will work together to promote high levels of achievement. Learners, parents, families and whānau will be expected to support their children's learning and to work with the professional staff.
- There are clearly structured roles and responsibilities for all in the community.
- Transparency, honesty and respect are the cornerstones in all actions and communications.
- Challenging and constructive dialogue between members of the community is valued.
- We are committed to supporting the social and economic wellbeing of the wider Hutt community.

These principles ensure productive partnerships across the UVMS community, that our students and their families, parents and whānau are included and that their identity, culture and language is respected and seamlessly integrated into the school culture. They enable the development and maintenance of safe and inclusive learning environments. High expectations, a proactive approach to solving issues and a willingness to listen to reasons but not accept excuses will promote high achievement. As a PSKH school the UVMS curriculum and culture will explicitly affirm and be responsive to Māori and Pasifika cultures and the needs of all priority learners. This will ensure all our students are connected, engaged and achieving regardless of their backgrounds or needs.



Again we wish to reiterate that we are aware of the challenges we will face in extending UVMS to priority learners, that the relationships we are suggesting may take time to fully develop. However, we are also aware that we need to “hit the ground running” that the priority learners do not have the luxury of time. UVMS is already established and has all the necessary processes and systems in place. We already have relationships with the community that can be further extended and used to increase our networks.

QUESTION 5: DESCRIBE IN SUFFICIENT DETAIL YOUR PROPOSED SCHOOL CALENDAR, DAILY HOURS OF OPERATION, THE NUMBER OF TIMETABLES AND THE WAY THE SCHOOL DAY AND YEAR WILL BE ORGANISED FOR INSTRUCTION, ASSESSMENT, INDEPENDENT STUDY, PROFESSIONAL DEVELOPMENT, PARENT – TEACHER CONFERENCES AND EXTRA OR CO-CURRICULAR ACTIVITIES.

We intend to retain the basic organisational model currently implemented at UVMS. This is the Villa Education Trust model and as such has been refined and enhanced over the past ten years. Any refinement or review would be undertaken in conjunction with the Villa Education Trust Board. We have appended our 2013 school calendar, which highlights the key events and organisation of the school (Appendix 9).

We are aware the Villa Education Trust Board have also put in a proposal for PSKH schools and should both groups be successful we would envisage working closely with them as we review, refine and adapt our processes and systems to meet the needs of priority learners.

The following points describe the **organisation of the timetable**.

- The school calendar follows the standard four-term model. The dates are determined each year based on Ministry guidelines.
- The daily hours of operation are from 8:30 am to 3:15 pm.
- The morning programme operates from 8:30 to 12:50 with two breaks (15 minutes and 10 minutes). There are four, hour-long periods scheduled in this time.
- Each year group has one hour of independent project time per day in the morning programme.
- There is a different timetable for each year group, rotating through a different morning and afternoon programme.
- The afternoon programme operates from 1:30 to 3:15 providing an extended period of time for art, music, physical education or community based activities. Each year group rotates through art, music and their community programmes. All year groups do physical education/sport at the same time one afternoon per week.

Curriculum delivery is in blocks (approximately five weeks) with two blocks per term. Students complete one independent project per block. The morning academic programme is also based around these blocks ensuring that what is learned in the classroom is directly related to the curriculum area tasks in each project.

Assessment is also structured around these blocks. There are content area tests in each learning area at the end of the five weeks and the projects are marked as described earlier. This provides a comprehensive review of learning outcomes twice a term.



We do not hold formal **parent-teacher conferences**. There are year group parent and whānau meetings at the start of each year. During these meetings the Academic Manager outlines the year, the schools' expectations and its overall philosophy. There is an opportunity for questions and for the parents to meet each other. Parents, family and whānau will always be welcome to meet with and speak to the Academic Manager and other staff. An open door policy currently exists and we believe that the Community Liaison Manager and *whānau* room will make this welcome more tangible.

Our **Community Forum** group will meet each term. This will provide an opportunity for the Academic Manager to report on the progress of the school, on the project work that has been completed and any other matters. The Forum representatives will also be able to ask any questions, raise concerns and offer guidance.

Professional development will be on an as requested basis. All requests for professional development will be approved by the Academic Manager and then forwarded to the Business Manager. It is anticipated that most professional development and learning will occur outside of classroom time to minimise disruptions to learning. However, this will be decided on a case-by-case basis.

Annual UVMS events include a **formal prize giving** at the end of the year. Last year this included speeches from students and a musical item. With increased numbers we will hold a **speech contest** at the end of term 2, and develop a **cultural performance evening** at the end of Term 3. During Term 3 UVMS will hold a special day in which grandparents are invited to visit the school, as part of our building stronger links with the community.

PART D: SAFE LEARNING ENVIRONMENT

QUESTION 6: DESCRIBE THE SCHOOL'S PHILOSOPHY AND METHODOLOGY REGARDING STUDENT BEHAVIOUR, DISCIPLINE AND PARTICIPATION IN SCHOOL ACTIVITIES

The opportunity to learn and to participate in the full curriculum offered at UVMS is a privilege not a right. With that privilege comes expectations and responsibilities.

The removal of privileges is the first step in any disciplinary action and is only undertaken when a learner has clearly violated expectations. This can occur at an individual or year group level and at the discretion of the Academic Manager. The second step would be for the student, their parents or whānau to engage in discussions with the Academic Manager and Community Liaison Manager to find a solution moving forward.

At UVMS it is presumed that all students, their families and whānau will meet expectations. Where this does not occur every effort will be made to solve issues and to reach shared understandings through dialogue and agreed supports. It is not the intention of the Trust Board that punitive measures are taken unless absolutely necessary. Rather we expect the school leadership to act in a proactive manner, to be aware of the needs and circumstances of individual learners and to place the necessary supports around them to enable them to meet expectations.

The Academic Manager has overall responsibility for the behaviour of all learners and will work closely with the Community Liaison Manager to ensure that all learners, their families, parents and whānau understand and support UVMS in maintaining the expected standards.



QUESTION 7: DESCRIBE YOUR STRATEGY, POLICY AND PROCEDURES THAT WILL ENSURE THE SCHOOL IS A SAFE, ORDERLY AND DRUG FREE ENVIRONMENT WHERE BOTH STUDENTS AND TEACHERS CAN FEEL SECURE AND WHERE EFFECTIVE LEARNING CAN TAKE PLACE (IN LINE WITH THE PROVISIONS UNDER THE EDUCATION ACT AND ANY OTHER APPLICABLE ACTS.

The Trust Board, in conjunction with the Academic Manager, will work to ensure that UVMS is a safe, orderly and drug free environment. They will act in accordance with the Education Act and any other applicable acts.

Every child who comes to UVMS to learn has the right to do so in a safe and orderly environment, with no distractions. There is a no tolerance policy with regard to drugs or violence within the school. Our Community Liaison Manager will work proactively to ensure that our parents, families and whānau understand and accept their responsibilities and agree that their children will abide by the school rules.

We understand the potential difficulties some priority learners may have in meeting our expectations in the early days. We will, however, accept all students at face value, according them a high level of respect and trust in the first instance. Where a student struggles to meet our expectations we will work with their parents, family and whānau as well as the local community to find a solution and to help that student move forward. The safety of other students will be of paramount importance though and it may be necessary to find solutions outside the school.

Our community education programmes will support parents, families and whānau to make the right decisions and to help their children do so. Our philosophy is one of proactive rather than punitive responses. We will consult widely where necessary and work through issues on a case-by-case basis.

PART E: PROFESSIONAL DEVELOPMENT FOR TEACHERS, ADMINISTRATORS AND OTHER SCHOOL STAFF

QUESTION 8: DETAIL YOUR PROPOSED PROFESSIONAL DEVELOPMENT PLANS FOR TEACHERS, ADMINISTRATORS AND OTHER SCHOOL STAFF.

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

The identification and design of professional learning opportunities is the responsibility of the Academic Manager, in conjunction with the Business Manager. Individual staff requests are first made to the Academic Manager who then makes a recommendation to the Business Manager for final approval. In some instances these may be referred to the Trust Board.

The review of assessment at the end of each academic block is a core professional learning opportunity. We place a high value on these opportunities for our professional staff to reflect on their own practice using the evidence collected from student assessments. Through these review processes our Academic Manager is able to identify professional development opportunities and needs.



The use of specialised tutors and external experts in the afternoon programmes provides opportunities not only for our students but also for the professional staff. Authors taking writing workshops, having an artist take a workshop on Māori art or a historian tell of the local history are all examples of professional learning opportunities for our teachers within curriculum delivery.

The Business Manager will identify any professional learning needs regarding management and administrative processes. Again these will primarily be identified through regular review processes.

b) The support and mentoring for any staff that are not registered teachers.

Our model ensures that the daily administrative and business operations of the school are not the concern of our Academic Manager providing time for them to mentor and support all teaching staff. We will encourage and support any non-registered teachers to become registered while working at UVMS

c) How this will enable the school to meet the needs of priority learners.

Our professional staff maintains an uncompromising focus on student outcomes and meeting the needs of their students at all times. They are able to do so because of the nature of our timetable and the removal of many of the administrative tasks other teachers have. They are supported and encouraged to reflect on their own practice and that of others, to learn from each other and to challenge their colleagues to be aspirational in their curriculum delivery.

High expectations, a focus on outcomes and on delivering an engaging and rich curriculum are central to the culture of UVMS, of the way things are done.



5.0 BUSINESS PLAN

PART A – GOVERNANCE, MANAGEMENT AND ADMINISTRATION.

QUESTION 1: DESCRIBE YOUR PROPOSED STRUCTURES AND DESIGN RATIONALE.

A) GOVERNANCE

The Upper Valley Trust Board is the governance body for UVMS. As part of the agreement we have with the Villa Education Trust it is necessary for one of our trustees to also be part of the Villa Education Trust. This is to ensure the integrity of the educational model is retained. It also provides the Upper Valley Trust Board with access to the experience and knowledge of the Villa Education Trust.

The current trustees are:

- Bruce Billington
- Erica Hanlon
- Ruth Harland
- Karen Poole (VET Representative)
- Martin Whyte

The Upper Valley Trust Board, as sponsor, will be responsible for ensuring UVMS delivers the agreed outcomes to the Minister. These outcomes will be in the areas of:

- Student achievement.
- Student engagement.
- Parent, family and whānau engagement.
- Financial management.
- Organisational management.

B) MANAGEMENT

Our Office Manager, Erica Hanlon, has responsibility for the day-to-day running of UVMS. She undertakes many of the administrative and support tasks necessary to enable the professional teaching staff to focus on teaching and learning.

Karen Poole (Villa Education Trust) is currently the Business Manager for UVMS and is responsible for all financial management.

C) ADMINISTRATION

The daily administration and operation of the school is the responsibility of the Office Manager and the Academic Manager. They ensure that UVMS operates smoothly and is a safe and supportive learning environment for all learners. They also have responsibility for decisions that affect our students on a daily basis.



Given the intended increase in roll in 2014 it may be necessary to employ personnel to undertake specific administrative tasks. These positions could be full time or part time. Members of the local community could be used on a volunteer basis to support teachers and the Community Liaison Manager where appropriate. Using parents, families and whānau to support the school operate effectively is a practical means of engaging with them. It can also provide work experience for members of the community to support their entry into employment.

Decisions around administrative roles will be the responsibility of the Office Manager reporting to the Business Manager.

D) SUB CONTRACT ARRANGEMENTS

Sub contracting arrangements will exist for the delivery of specialist services in areas such as music, drama and sport. We may also sub contract local organisations to deliver community-based learning programmes. All such arrangements will be co-ordinated by the Office Manager reporting to the Business Manager.

QUESTION 2: CLEARLY DESCRIBE THE RELATIONSHIPS BETWEEN THE SPONSOR ORGANISATION AND THE SCHOOL LEADERSHIP (INCLUDING THE GOVERNANCE BODY AND YOUR PROPOSED STRATEGIES TO MANAGE THIS.

The sponsor organisation is the Upper Valley Education Trust Board. This Board employs both the Business Manager and the Academic Manager. Currently the Business Manager is also on the Board as the representative for the Villa Education Trust. However, this will not always be the case.

The Academic Manager and Business Manager are accountable to the Trust Board and report directly to them. Given the importance of the Community Liaison Manager they are also at this level of accountability. These three managers will have distinct responsibilities but will work together closely to achieve the best possible outcome for our students, their parents, families and whānau.

The following figure depicts the reporting lines and accountabilities within this model. These relationships will be managed through the following strategies:

- Clearly defined roles and responsibilities.
- Shared understandings around accountabilities and expectations.
- Transparent, open and honest communications within a professional community.
- Clear delineation between governance and management.
- Hierarchical structure but one based on shared understandings and values and a commitment to the school, its students and the Hutt Valley community.



Governance

Management (CEO Level)

Operational

QUESTION 3: DESCRIBE THE NATURE AND EXTENT OF TEACHER, PARENT/FAMILY AND STUDENT INPUT TO DECISIONS THAT AFFECT THE SCHOOL

UVMS currently operates an Advisory Committee whose role is to provide a communication link between the parents, the school and the Trust Board. If we are successful in this proposal we envisage reframing this as a Community Forum comprising:

- Academic Manager.
- Community Liaison Manager.
- Office Manager.
- Up to four parent representatives (Ideally one from each year group).
- Up to two student leaders from Year 10.

The purpose of the forum will be to:

- Provide a formal channel of communication between groups from across the school community.
- Provide input to the Leadership team on the on-going development of the school.
- Comment on and discuss the overall achievement of the students.
- Provide insights into any barriers or obstacles to further enhancing learning outcomes.
- Provide feedback on the curriculum.
- Report to the Upper Valley Education Trust Board.
- Undertake special project fundraising.
- Source community support for the School



Forum meetings will be held four times per year. If necessary, special meetings may be called. The timing of each meeting will be determined in consultation with the members of the Forum and to facilitate representation.

The Academic Manager will report to the Forum on curriculum and on key outcomes and progress made in the school. This will be a key medium for reporting to the wider community. The forum will not be a vehicle to raise concerns regarding individual learners. Nor will it be a forum for discussions surrounding individual teachers.

The parent and student representatives on the Forum will be expected to engage with the members of their community group prior to each meeting to ascertain whether there any particular agenda items they wish to be raised. They will also be expected to report back to their community groups. The nature of that reporting will be agreed amongst the relevant participants. In addition, they are to be available to others within their community group who have input or comments they wish to make as necessary.

PART B – PLANNING AND ESTABLISHMENT

QUESTION 4: PROVIDE A DETAILED IMPLEMENTATION AND ESTABLISHMENT PLAN WHICH COVERS THE PERIOD FROM GAINING APPROVAL TO THE END OF THE 2014 SCHOOL YEAR

A table outlining the implementation and establishment plan through to the end of 2014 has been appended (Appendix 15).

We have assumed a July 1 start for the purposes of this proposal. Should we be able to commence implementation earlier we would.

The key activities we have to undertake in 2013 include:

- Communication with our current parents about the changes to the school and what the implications are for their children.
- Communication with the Hutt Valley community regarding the new status of the school and the enrolment procedures.
- Appointing a Community Liaison Manager.
- Developing a communication and consultation plan.
- Holding an open day at UVMS.
- Consulting with key agencies and organisations.
- Advertising for additional staff.
- Undertaking some renovations to the Stables including the *Whānau* room.
- Lease or purchase of a minivan if needed to provide transport for students to and from school.



PART C – FINANCE

QUESTION 5: DETAIL YOUR PROPOSED FINANCIAL PLAN DEMONSTRATING HOW IT WILL ENSURE THE AVAILABILITY OF FUND THROUGHOUT THE YEAR

The following are the assumptions on which our financial plan has been developed. Details of the financial planning have been included in the attached budget, which also provides the financial forecasts.

- It is assumed that funding will be paid quarterly.
- Expenses are fairly even throughout the year after the first establishment/setup costs.
- Planning and budgeting will ensure that funding is allocated according to the time frames it covers.
- A separate Trust account will be held and portions of the funding will be transferred to this account to ensure it isn't prematurely overspent.
- Any surplus from the setup round will also be put in Trust for the next stage of expansion in the following years.

QUESTION 6: PROVIDE IN A SEPARATE MICROSOFT EXCEL WORKBOOK A DETAILED AND ITEMIZED FINANCIAL FORECAST FOR THE FIRST THREE YEARS OF THE CONTRACT, IN TERMS OF WHAT FUNDING YOU CONSIDER WILL BE REQUIRED TO OPERATE YOUR PSKH. LIST THE ASSUMPTIONS AND BASIS OF CALCULATIONS ALONGSIDE EACH OF THE COST AREAS.

This has been included as requested. The following are the assumptions on which the forecast has been based:

- All funding is conservative.
- The model works with just Crown funding however business and other support would be actively sought to supplement income.
- Surplus money - particularly from the set up payment - may not all be used in the initial year but would be accounted for in the following years to cover the setup.
- Surplus would also be used to provide more resources, community programs, development of facilities and support networks.
- All expenses are based on the real costs associated with the operational costs of UVMS.
- Supplier relationships are established and purchasing power has been maximized. Best value would continually be sought.
- Salaries are calculated on near top of scale teacher. Newer teachers will be on a lower scale.



QUESTION 7: DESCRIBE ANY FUNDING (ADDITIONAL TO FUNDING TO BE PROVIDED BY THE CROWN) THAT IS TO BE PROVIDED TO THE SCHOOL INCLUDING:

a) What you propose this funding will be used for.

We are confident we can effectively operate UVMS within the Crown funding indicated. This includes providing our students with significant education outside the classroom (EOTC) opportunities, the necessary digital technologies, high quality physical learning environments (light, air, furniture etc.) and quality teachers.

However, we will actively seek additional funding and support for the school. This will enable us to further extend and enrich the learning programmes we can offer. There are a number of ways, beyond direct financial support, through which communities and organisations can support schools including the provision of professional services, the donation of digital technologies and other learning resources and the development of the property infrastructure.

We will particularly value the learning resource that is present in the community whether through the use of infrastructure or through the sharing of knowledge and expertise. Through proper use of resources such as sports facilities, parks and libraries as well as the Internet the students of UVMS currently learn in an environment without walls. Providing access to community based resources is a significant way in which the community can support the school.

b) What the nature of the relationship between the school and the funder will be.

The relationship will depend on the nature of the support provided. In some instances they will be educational partnerships, where we will work with the “funders” to enhance academic outcomes. In others they will be a donor/recipient relationship, where we will publically acknowledge any assistance we receive. There will also be opportunities where the relationship can be mutually beneficial where both the “funder” and UVMS receive benefit. This could include, for example, our learners donating time to an organisation in recognition of the use of their facilities.

QUESTION 8: DESCRIBE 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

The Business Manager will have overall responsibility for financial management and internal accounting procedures. The Office Manager will be required to provide the Business Manager with up-to-date and accurate records for UVMS. Either the Office Manager or Academic Manager will need to authorise any expenditure.

The Board does not currently use any common industry standards. We will work with our accountants to ensure we meet Ministry requirements in all areas.



B) PROVISIONS FOR CONDUCTING ANNUAL AUDITS OF THE FINANCIAL OPERATIONS OF THE SCHOOL

The accounts for UVMS will be managed and reported on by our accountants, DFK Carlton. They will conduct annual audits as required and furnish annual reports to the Trust Board through the Business Manager.

The Business Manager will report to the Minister against all required targets and standards.

C) TYPES AND LEVELS OF INSURANCE THAT YOU PROPOSE AS REQUIRED TO OPERATE A PSKH

We carry all the standard liability and business interruption insurances necessary for a school. Both the business and our premises are insured.

All insurance policies and levels are reviewed with our accountants and insurers (Bay Insurance Brokers Limited).

We are happy to provide further detail if required.

PART D – FACILITIES

QUESTION 9: DESCRIBE YOUR PROPOSED FACILITIES INCLUDING:

a) Where you propose the school will be located when it opens

UVMS is located upstairs in *The Stables* and is part of the Lane Park complex in central Upper Hutt. *The Stables* has been fitted out for the school and rooms include a science room, an art room, ample teaching spaces, a kitchen and areas set aside for quiet individual and small group learning. The character of the building ensures that UMVS is a welcoming and comfortable learning environment with none of the “institutional” feel of many schools. The floor plans for the UVMS are appended. (Appendix 11).



The following is a quote from a recent ERO report regarding the suitability of the property.



Students learn in a suitable building. The trust board leases the premises, which include three teaching spaces, administration offices and some smaller areas for individual study and technology. The outdoor space includes grassed and asphalt areas and vegetable gardens. The indoor spaces have been refurbished to meet the purpose and requirements of the school.

b) The type of property arrangement and the terms of tenancy if applicable

The Board leases the property from the landlord, the Christian Fellowship Upper Hutt. The term of the [REDACTED] We currently lease all of the first floor and part of the ground floor.

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

We have the guaranteed use of five designated car parks, plus the use of the whole parking area unless required by Christian Fellowship Upper Hutt for rare special events. This provides us with ample outside space when the grounds are too muddy. We also have the use of the surrounding grassed area adjacent to the Stables Building, a very large area, ideal for sports, and the use of three community gardens. In wet weather we have the use of a large warehouse at the back of the Lane Park Complex.

The current lease agreement is appended (Appendix 12).

c) If a permanent site has been identified how this site would provide a suitable facility for the proposed school including any plans to renovate, or

No major renovations to the current school are required should it become a PSKH school. The necessary changes would include:

- Increasing the area rented on the ground floor to include an extra room to be converted into the *whānau* room.
- Converting the warehouse we currently use for play on wet days into a more versatile gym. At the moment we are limited in what we can use the warehouse for.
- Improving our outdoor physical education facilities with the addition of a confidence course to the playing fields and basketball hoops in the parking area.
- Addition of a staffroom.

d) If a permanent site has not been identified your present options for the school site including a timetable for identifying and acquiring a facility

Not applicable

e) If proposing to convert an existing public school what renovations are planned and whether any capital improvements will be required.

Not applicable

f) Your financing plans for acquisition and renovation of a facility.

The costs of the renovations planned will not be exorbitant and have been included in our financial plans.

QUESTION 10: DESCRIBE YOUR PROPOSED STRATEGIES FOR ASSET MANAGEMENT AND MAINTENANCE OF YOUR PROPOSED FACILITY, INCLUDING ASSURANCE PROCESSES THAT ENSURE APPLICABLE CODES AND STANDARDS ARE MAINTAINED FOR THE TERM OF THE AGREEMENT

The Business Manager, with the support of the Office Manager is responsible for maintaining all necessary records, ensuring relevant inspections are undertaken as required and that all buildings and grounds are safe. This includes keeping accurate and up-to-date records of all assets and ensuring timely and regular maintenance is undertaken.

The following information has been taken from our property management policy.

Purpose:

1. To provide a safe working and learning environment.
2. To comply with legislation concerning occupational health and safety.
3. To facilitate appropriate long-term maintenance of all property, plant and equipment.
4. To prepare an annual statement on achievements towards addressing long-term maintenance schedules.
5. To ensure on-going preventative maintenance is provided for.

Guidelines

1. The Business Manager has clear property management terms of reference and protocols.
2. The annual budget will provide for on-going maintenance to existing plant, equipment and property.
3. A long-term maintenance plan is provided and updated annually.
4. A programme of preventative maintenance, including checklists is prepared and reviewed annually.
5. The school will comply with all requirements for health and safety, including where appropriate, local body regulations.

PART E – ENROLMENT AND SCHOOL MARKETING

QUESTION 11: OUTREACH TO THE COMMUNITY – DESCRIBE HOW THE SCHOOL AND ITS PROGRAMME WILL:**a) Be publicised throughout the community**

Our Community Liaison Manager will be central to our outreach to the wider Hutt community. They will be responsible for ensuring the school has a “face” in the community, someone who is readily accessible to them. They will be proactive in their approach; waiting for the community to come to them will not work.

We do not see the initial promotional activities undertaken in 2013 ceasing once UVMS becomes a PSKH. We will continue to use a range of methods to publicise the school in the priority learners’ communities and to promote the achievements of our learners. These will include the school website, local newspapers and other community leaflets. We will also ensure we are visible at community events wherever appropriate. We will be open to the use of a range of media and communication channels. Our communication strategy developed in 2013 will continue to be reviewed and amended where necessary and as new opportunities become apparent. This will be the responsibility of the Communications Liaison Manager working with the Academic Manager.



Our students and our professional staff will be highly visible through the community based learning and community services modules in the afternoon programmes. As discussed earlier, in the afternoon programmes the community becomes an extension of the school. The best publicity we can have is highly confident, connected and well behaved learners out in the community.

b) How the school will target parents, family and whānau who are not engaged in their child's learning

Targeting these families will be a key function of the Community Liaison Manager. They will work with other families, local organisations and community service agencies to identify parents, families and whānau who might not otherwise come forward. How these families are approached will be determined on a case-by-case basis but we will be respectful of their *mana*.

It is hoped that overtime the community itself will work with other parents, will recommend the school and support other whānau in coming forward.

c) Identify and develop relationships with community organisations that can assist in engagement with parents/, family and whānau

We already have significant links with community organisations in Upper Hutt. These are both through UVMS and through the personal networks of Board members. Some of these are mentioned in earlier sections of this proposal and have been made through our community based learning programmes.

As soon as they are appointed the Community Liaison Manager and Academic Manager will develop a database of local community organisations and will progressively contact each and begin the process of developing relationships and finding ways to engage parents, families and whānau. We will make it clear that we see the relationship as a partnership, as a way of working together to our individual strengths and capabilities.

Organisations and groups we will contact as soon as possible include:

- The Orongomai Marae in Upper Hutt.
- The Orongomai Social Services.
- The Prison Fellowship.
- The Koraunui Marae in Stokes Valley.
- Te Mangungu Marae in Naenae.
- Hutt primary schools including Maoribank, Trentham and Tui Glen.
- Churches in Upper Hutt and Stokes Valley with large Pasifika and Māori congregations.
- Local community centres.
- Groups working with at-risk families and young people.

d) If proposing to convert any existing school the nature and medium to advise the community of the proposed conversion.

An initial task for the Board will be to develop a communications plan, which will include the key messaging we want conveyed to the public and the best way to achieve this.

We will ensure the conversion of the school is widely publicised in the Hutt Valley and that it is seen as an exciting opportunity for both the school and the local community. The message will be that this conversion to a PSKH has enabled the Trust Board to attain its vision of meeting the needs of a wide range of learners in the Hutt Valley.



We will look at getting articles and stories into the local publications such as the Upper Hutt Leader, the Vibrant Hutt and the Hutt News. We will print flyers, which we will send out to relevant organisations and place in key public locations. We will also promote the change through the school website. Equally importantly we will use our networks and “word of mouth” to spread the messages.

We are aware of the need to talk directly with current parents and to discuss any concerns they may have regarding the change. We are confident they will be supportive of this move but will ensure they learn of it before it is widely publicised.

QUESTION 12: FUTURE EXPANSION AND IMPROVEMENTS

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

The following table has been developed based on the current assumption that UVMS can readily cater for 48 students. However, should there be sufficient demand we are confident we could lease extra space and increase our roll to 60 students from 2015. This would mean a total of 15 students at each year group. The decision to do this would be based on demand and our experiences in 2014.

The roll for 2014 is only 38 students (29 new students) as we do not envisage any new students at Year 10. It is unlikely that students would leave their current secondary school for one year. We could, however, cater for any students who wished to enrol in Year 10.

	Year 7	Year 8	Year 9	Year 10	Total
2014	12	12	12	2	38
2015	12	12	12	12	48
2016	12	12	12	12	48
2017	12	12	12	12	48
2018	12	12	12	12	48

PART F – OTHER

QUESTION 13: NON-PROPERTY FACILITIES - DESCRIBE ALL NON-PROPERTY FACILITIES THAT WILL BE PROVIDED BY THE SCHOOL AND HOW THEY WILL BE INCLUDED IN TEACHING AND LEARNING PRACTICES.

UVMS is already well equipped to meet the needs of its current students. We have all necessary furniture and equipment to support an integrated and inquiry based learning model.

- All students and teachers have access to the Internet through wireless connections. This enables them to access the Internet as necessary. Students use the Internet widely during independent study as part of the inquiry based project work.
- A photocopier, computers and printers are available for staff and students.
- High quality and engaging learning resources are available for teachers to use.
- All students have access to a range of learning material that is relevant to their needs and culturally responsive.
- UVMS has basic sporting equipment, which is used during the afternoon sports programmes.



UVMS will be able to operate within Crown funding because there is no significant outlay for non – property resources such as extensive libraries, swimming pools and playing fields. This means we do not have to purchase and maintain equipment or other resources that are only used sporadically. Our expenditure can be focussed on those resources that are most important for a rich academic programme to be delivered on a daily basis.

6.0 OPERATIONS PLAN

6.1 STUDENT POLICIES AND PROCEDURES

PART A – TIMELINE FOR REGISTERING AND ENROLLING

QUESTION 1: OUTLINE YOUR ENROLMENT POLICY AND DESCRIBE YOUR PROPOSED TIMELINE FOR REGISTERING AND ENROLLING STUDENTS FOR THE 2014 SCHOOL YEAR.

We are fully supportive of the directive that all those who want their children to attend a partnership school have an equitable opportunity to do so. We also understand and support the need to target priority learners. An independent body will be employed by the Trust Board to oversee and audit all enrolments with particular reference to any ballots that are needed. We will initially accept up to 48 students (12 students per year group) with the potential to increase this to 60 if demand warrants.

Bearing in mind the requirement that we do not select students based on backgrounds, abilities or interests the following are the broad guidelines of our enrolment policy:

- We will prioritise students from the nominated areas within the Hutt Valley community to ensure we are reaching the target priority learners. International students and students from outside these areas will be offered places only if there are vacancies once the local community applications have closed.
- If we are not attracting sufficient applications from priority learners we will work closely with the Hutt Valley community to raise the profile of the school and increase interest amongst the community. We will monitor applications as part of our on-going review of our engagement with the community.
- If oversubscribed, priority will be given to siblings of current or past students unless there is a sound, evidence based reason not to do so. Any exclusion would need to be approved by the Trust Board and the independent body responsible for enrolments.
- We will accept applications until a given date. If applications exceed positions available on that date we will then operate a ballots system to determine who will be offered a place at UVMS. It is anticipated that this date will be September 1st of each year from 2015 on. Beyond that date we will accept applications on a first in first served basis until positions are full.
- In exceptional cases we may directly offer places to individual learners from the priority learners group. This would occur only where local community organisations have asked us to support a particular family or learner due to special circumstances. Any such request would be sent to the independent enrolment body and the Trust Board for approval.
- We would only exclude learners if there was evidence that their inclusion would have a severe negative impact on other learners safety and their ability to learn. Again such exclusions would need the approval of the independent body and the Trust Board.



For 2014 we will operate a two-tier enrolment process. Initial applications will close on October 1st, 2013. If applications have not reached maximum enrolment numbers we will extend the closing date to November 1st, 2013. After that date we will operate a first in first served system for any additional vacancies. If applications have exceeded places on October 1 we will close enrolments for that year and operate a ballot. We will maintain a waiting list and notify families should places come available.

Our Community Liaison Manager and the Office Manager will be available to support parents and whānau complete application forms. In the first instance, these will be kept as simple as possible. We do not want to frighten potential families because our enrolment procedures are complex and difficult to follow. A simple expression of their desire to enrol their learner and the relevant contact and demographic details are all we will require. Further information can be collected once a place is offered and again support in completing any forms will be respectfully offered.

PART B – POLICIES AND PROCEDURES FOR WITHDRAWAL, SUSPENSION AND EXPULSION OF STUDENTS

QUESTION 2: DESCRIBE THE SUSPENSION, EXPULSION AND OTHER DISCIPLINARY POLICIES AND PROCEDURES OF THE PROPOSED SCHOOL AND THE CRITERIA FOR MAKING DECISIONS ON SUCH MATTERS DEMONSTRATING HOW THIS ALIGNS WITH THE TERMS OF THE BILL AND MINISTRY GUIDELINES

All policies and procedures will be in accordance with the terms of the Education Amendment Bill and other Ministry guidelines. The following guidelines have been taken from the UVMS policy on suspension and adapted slightly to include the role of Community Liaison Manager.

The underlying principle is that suspension and expulsion should be the last resort and only when there is danger to other students or staff. Where the learning of others is jeopardised we will remove the privileges of attending all classes and activities. The student involved will work independently and under supervision on the same programme as their classmates. This will continue until the Academic Manager is satisfied that the student is ready to return to the classroom.

The Community Liaison Manager will become involved if there is concern that a student's circumstances outside school are influencing their behaviour. If necessary, we will work closely with community agencies and other organisations to provide alternatives and to support learners, their parents, families and whānau.

Current guidelines for suspending students:

1. The school will take all reasonable steps to modify a student's behaviour before resorting to suspension.
2. The students' files will document behaviour patterns. This will include actions taken.
3. Full advice and guidance will be available to all students.
4. The best interests of all students will be considered in the final decision-making.
5. The Academic Manager has the power to suspend students without referral to the Board.
6. For potential indefinite suspension a Board disciplinary sub-committee will be convened.
7. Clear procedures will be established for handling suspension. These procedures will:
 - Meet legal requirements.
 - Specify records to be made and arrangements for storage of records.



- Indicate the people/agencies to be notified.
- 8. Procedures will follow the appropriate Ministry of Education guidelines and requirements.
- 9. Families will be notified as soon as possible of the suspension and of its implications.
- 10. Guidance and advice is available throughout the whole process

PART C – GRIEVANCE PROCESS

QUESTION 3 - EXPLAIN THE PROCESS THAT THE SCHOOL WILL FOLLOW SHOULD A PARENT OR STUDENT HAVE AN OBJECTION TO A GOVERNING BOARD POLICY OR DECISION, ADMINISTRATIVE PROCEDURE OR PRACTICE AT THE SCHOOL.

The following is a slight rewording of the current Complaints Policy to reflect the role of the Community Liaison Manager

1. All complaints will be made in person or in writing.
2. Complaints of a serious nature should be directed to the Academic Manager or the Community Liaison Manager.
3. They will inform other parties at their discretion and appropriate action will be taken at that point as required.
4. If the complaint cannot be resolved it will be escalated to the Trust Board.
5. In the case of complaints against the Academic Manager or Community Liaison Manager the complaint will be directed to the Trust Board in the first instance.
6. Complainants will be informed by the appropriate person of the outcome of their complaint.
7. In dealing with any complaint UVMS will act in accordance with the relevant conditions of the current employment contracts.

6.2 PERSONNEL

PART A – KEY LEADERSHIP ROLES

QUESTION 1 - PROVIDE IN A TABLE THE NAMES AND QUALIFICATIONS OF THE PERSONS THAT WILL HOLD KEY LEADERSHIP ROLES IN THE SCHOOLS.

A brief curriculum vitae for the Business Manager has been appended (Appendix 14). Position descriptions for other senior roles have also been appended. (Appendix 13).

The Trust Board is currently finalising the appointment of a permanent Academic Manager who is expected to commence employment in Term 3 of 2014. Unfortunately, we are not currently in a position to include his/her curriculum vitae but will provide more details to the selection committee if required at a later date.



Leadership Role	Qualifications
UVMS Academic Manager	<ul style="list-style-type: none"> • Registered teacher. • Experienced teachers with leadership experience. • Knowledge of recent research. • Commitment to the school's educational model and philosophies. • Commitment to raising achievement for priority learners. • Commitment to on-going professional learning and personal growth.
Community Liaison Manager	<ul style="list-style-type: none"> • Commitment to the school's educational model and philosophies. • Knowledge of the local community. • Already established networks with local organisations and agencies. • Commitment to the economic and social well being of the children in the Hutt Valley. • Understanding of the importance of education and life-long learning. • Strong interpersonal skills. • Excellent communication skills – both oral and written. • Knowledge of the language of at least one of the priority groups.
Office Manager	<ul style="list-style-type: none"> • Commitment to the school's educational model and philosophies. • High level of computer skills using the Office Suite. • Strong interpersonal skills and able to develop positive relationships across the school community. • Professional manner and appearance. • Willing to take responsibility and show initiative.

QUESTION 2 - DESCRIBE THE STANDARDS THAT WILL BE USED IN HIRING TEACHERS, ADMINISTRATORS AND OTHER SCHOOL STAFF AND THE PROFESSIONAL BACKGROUNDS, DEPTH OF EXPERIENCE AND PERSONAL QUALITIES THAT YOU WILL SEEK IN TEACHERS AND OTHER SCHOOL STAFF AND HOW THESE QUALITIES WILL HELP THE SCHOOL IMPLEMENT ITS VISION AND ACHIEVE THE STATED GOALS.

All staff employed by the Upper Valley Education Trust Board will be expected to act according to the highest standards of professionalism at all times and in ways that are consistent with the values, philosophies, aims and objectives of the Trust Board. This includes professional dress and behaviour. They will be expected to undertake professional development opportunities as required and to pursue their own professional learning through informal and formal opportunities.

Quality teaching will be central to the success of UVMS in raising achievement for priority learners. We will employ teachers whose philosophies and values align with the Christian principles on which the Villa Education Trust model is based. They will share an understanding of the importance of *ako* as an underlying principle and will be able to offer practical examples of how they would integrate this into their practices.

Our Academic Manager is expected to teach and to act as a mentor and guide for less experienced staff. The appointment of an Office Manager and the role of the Business Manager ensures that they have time to provide the necessary professional and Academic leadership for the school. They also have time to develop relationships with the students under their care, their parents, families and whānau.

The personal attributes we would look for in our teaching staff include:



- A love of teaching and learning.
- An understanding of its importance for the economic and social wellbeing of our young people.
- An inquiring mind and a desire to continually reflect on and improve their own practice.
- A commitment to the Villa educational model and philosophies.
- A commitment to priority learners and the Upper Hutt communities.
- An understanding of diverse cultures and a desire to learn more about the languages, identities and cultures of the learners in their care.
- Pedagogical content knowledge appropriate for their levels of experience.

PART B – QUALIFICATIONS OF SCHOOL STAFF

QUESTION 3: INDICATE THE NUMBER OF TEACHING POSITIONS THAT YOU PROPOSE MUST BE FILLED BY REGISTERED TEACHERS OR HOLDERS OF A LAT

Every effort will be made to ensure that all professional staff in charge of curriculum planning and delivery, assessment and reporting are registered teachers. We do not anticipate any staff not being either registered or the holder of an LAT. This is currently the case at UVMS.

QUESTION 4: DESCRIBE THE EMPLOYMENT PROCESS 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 STAFF PERSONNEL INCLUDING VOLUNTEERS AND CONTRACTORS PRIOR TO BEGINNING THEIR EMPLOYMENT OR SERVICE

A detailed individual employment agreement and employment policies and procedures are in place for UVMS. The basic employment process is:

- Position advertised.
- Prospective applicants are sent background information and an application form to send in with their CV and letter.
- Analysis of applications and short list made.
- Interviews.
- Check teacher registration details.
- Appointment made.
- Application process completed.

All those employed who are not registered teachers will be vetted using the New Zealand Police Licensing and Vetting Service Centre. This must be obtained before all staff and contractors have, or are likely to have unsupervised access to students or children.



PART C – STAFFING PLAN

QUESTION 5 - PROVIDE YOUR PROPOSED STAFFING PLAN, DESCRIBING THE ANTICIPATED NUMBER OF STAFF MEMBERS, THEIR POSITIONS AND THE OPTIMAL STUDENT: TEACHER RATIO.

For 2014, it is envisaged that 3.5 FTE professional staff will be required. This will increase to 4FTE in 2015 when the full role of 48 is achieved. This will include the Academic Manager and two full time teachers for core subject areas.

In addition there is 1 FTE for administration and 0.5 FTE for auxiliary staff. This does not include the Community Liaison Manager, which may be a shared position.

PART D – EMPLOYMENT POLICIES

QUESTION 6 - DESCRIBE POLICIES REGARDING SALARIES, CONTRACTS, HIRING AND DISMISSAL, EVALUATION OF STAFF, BENEFIT PLANS AND OTHER MATTERS RELATING TO STAFFING. ATTACH APPLICABLE POLICIES AS AN APPENDIX

The UVMS employment policies and procedures manual will be reviewed and adapted as part of the implementation processes. There are a number of policies associated with employment.

Some key points include:

- **Contracts** - Individual employment contracts will be negotiated with the Trust Board through the Academic Managers in each Villa and Business Manger.
- **Remuneration** - In general terms staff will be paid above the award. Factors considered when determining appropriate remuneration levels will include responsibilities within the school, contact time, qualifications and experience.
- **Hiring** - The appointments policy (Appendix 16) describes the purpose and guidelines for hiring staff.
- **Dismissal** - There are clearly stated grounds for the dismissal of staff or the termination of contracts. These are laid out in the individual employment contracts and include serious misconduct, repeated misconduct, gross negligence and being charged with criminal offences. The agreement may also be terminated if through sickness or injury an employee is unable to perform their duties over an extended period of time.
- **Evaluation of staff** – The performance management policy (Appendix 17) describes the rationale and guidelines for staff appraisal.

PART E VOLUNTEERS AND CONTRACTORS

QUESTION 7: IF YOU PROPOSE TO USE VOLUNTEERS AND/OR CONTRACTORS DESCRIBE:

a) The possible roles

Contractors will be used to deliver portions of the afternoon programmes where specialist skills, knowledge and resources will significantly enrich the learning opportunities provided. These will include cultural activities, dance and drama.

Volunteers will be used within the school in a range of ways dependent on the expertise available in the community. Support with fundraising and resource development are among the “usual” activities for parent and community volunteers. Members of the community may also be valuable learning resources themselves. Often there is unrecognised experience, knowledge and skills in the wider community that can be used to enhance student learning. Examples could include teaching Māori or Pasifika languages in an authentic context, learning about other cultures or the local history. Volunteers could also be used to teach art techniques or dance. They may be experts in a particular technology. Our Community Liaison Manager will work to develop a database of “talent” that is available to the school.

b) How volunteers and/or contractors will be organized to accomplish the schools mission and goals.

The Community Liaison Manager and Academic Manager will work together to identify and utilise the range of talents that volunteers can bring to a school. Their use will be one way in which the school can demonstrate that we value and accept the cultures, languages and identities in the community. Encouraging and supporting community members to provide support is also a practical way of engaging with the community, of clearly showing we are genuine in our desire to work together to raise achievement for their children.

c) How they will be identified, vetted and trained.

Volunteers and contractors will be identified through our community and other networks. As indicated above, all those who will have unsupervised contact with UVMS pupils will be required to undergo police vetting. Those who will be working with professional staff will be vetted more informally through reference checks in the local community. We would not utilise volunteers or contractors without some form of personal reference from a trustworthy and known source.

PART F – PERFORMANCE MANAGEMENT AND APPRAISAL

QUESTION 8 - DESCRIBE HOW YOUR TEACHING PRACTICES WILL BE ASSESSED, INCLUDING APPRAISAL PROCESSES.

UVMS has a detailed staff appraisal and development plan. The areas currently considered in the appraisal document will be reviewed in light of the Measurable Gains Framework and what we know is needed to raise the achievement of the priority learners.

Guidelines related to staff appraisal processes include:

- The Academic Manager will be responsible for appraising all professional staff.
- The Office Managers will be appraised by the Business Manager.
- The Academic Manager, Community Liaison Manager and Business Manager will be appraised by the Trust Board.

Questions teachers are asked during the appraisal process include:

- What aspects of teaching/working at UVMS are you finding worthwhile?
- What would be some ways of further enhancing these worthwhile areas?
- What aspects of teaching/working at UVMS are you finding difficult?
- What would be some ways of overcoming these difficulties?
- What aspects of your job do you consider that you are doing well?
- What aspects of your job do you consider that you need to focus on for improvement?
- Are there any specific resources you believe that you need to allow you to do your job better and/or for the school to operate more effectively?
- What other opportunities/responsibilities would you be interested in while at the school?
- What professional goals do you have and how can the school support you in achieving these?

6.3 LEGISLATIVE AND HEALTH AND SAFETY

PART A – HEALTH AND SAFETY

QUESTION 1: DESCRIBE HOW THE SCHOOL PROPOSES TO MEET AND MAINTAIN THE REQUIRED HEALTH AND SAFETY STANDARDS

The UVMS health and safety policy will be reviewed and amended where necessary. The final policy document will adhere to Ministry guidelines and other health and safety standards.

The Business Manager working with the Office Manager will be responsible for ensuring all health and safety requirements are met, that the necessary procedures are in place and that satisfactory records are kept.

The guidelines from the UVMS policy are to:

1. Provide employees with basic health and safety rules.
2. Advise employees of hazards in their work and how to avoid or deal with these hazards.
3. Provide employees with information on the safe storage and handling of chemicals.
4. Record and investigate all injuries occurring in the workplace.



5. Provide an effective emergency evacuation procedure to cope with all likely emergencies.
6. Carry out regular inspections to identify potential health hazards and take all reasonable steps to remove or reduce them.
7. Provide sufficient training in the use of equipment or machinery.
8. An accident register will be maintained detailing accidents to both staff and students.
9. The Business Manager will report to the Board any accident involving serious injury which occurs in the school or during an off-site school activity.

QUESTION 2: DESCRIBE YOUR PROPOSED ACTIONS TO ENSURE THE SAFETY OF STUDENTS AND STAFF AT ALL TIMES

All policies and procedures related to the safety of staff and students are in place for UVMS. Our proposed actions to ensure the safety of all staff and students include the following:

- The Business Manager will ensure that all UVMS buildings meet the necessary building codes and the Business Manager will ensure that any renovations have been approved.
- Regular earthquake and fire drills occur.
- Safety inspections are undertaken as a necessary check of the buildings and their installations (e.g. fire alarms and extinguishers).
- All professional staff are kept up-to-date with the relevant procedures.
- There will be at least one member of the staff who is qualified in first aid. Our Office Manager has just updated her first aid qualifications.
- Records are kept of all incidences in an appropriate register.
- Student health and medication registers are up to date.
- Hard copies of staff and student contact and other details are kept in more than one location to ensure access at all times. These include medication information along with personal and emergency contacts.
- Visitors to UVMS report to reception.
- All those who use the *whānau* room will be required to sign in and out.

PART B – RECORDS AND INFORMATION MANAGEMENT

QUESTION 3: DESCRIBE YOUR PROPOSED SYSTEMS FOR RECORDING ENROLMENT, ATTENDANCE AND ACHIEVEMENT AND MAINTAINING SCHOOL RECORDS TO PROVIDE ANY INFORMATION REQUIRED BY THE GOVERNMENT

The Office Manager is responsible for maintaining all records. She uses the enrol system for student enrolment records. Comprehensive records are kept on each student regarding attendance, achievement and behaviour. These are entered in a centralised database.

All records are backed up to an offsite server.



Following is a table of the Assumptions, Risks and Caveats for this proposal. We have not noted any risks in the proposal, as we believe the model we are proposing will mitigate the risks noted below. The only assumptions have been financial and are noted in Section 5, Part C. There are no caveats to this proposal.

Reference	Type (A/R/C)	Subject	Comment
1	Risk	Community engagement	<i>The community will not engage with the Villas and we will not be able to attract desired learners.</i> Our appointment of a Community Liaison Manager and the work we are doing in the Community will mitigate against this.
2	Risk	Student engagement	<i>Students will not adapt to the educational model we present and will not become engaged, connected learners.</i> The evidence we have from Mt Hobson Middle School, and our own experiences, convince us that our model will work for all learners.
3	Risk	Professional staff	<i>We will not be able to employ sufficiently qualified staff for the Villas.</i> The Villa model provides teachers with a positive environment within which to work. Having an Office Manager means that teachers can focus on delivering the curriculum and engaging their learners. Our class sizes are small. Our salaries are competitive and the rich curriculum offers teachers a wide range of pedagogical opportunities.
4	Risk	Financial Viability	<i>The School will not be able to be operated within the budgets provided.</i> Based on our experiences at UVMS we are confident that we can operate the school within Crown Funding. We will work to raise further support enabling us to enrich the curriculum further.
6.	Assumptions	Financial	<i>That the level of Crown funding will be as indicated in the proposal.</i> <i>That funding will be paid quarterly</i> <i>That funding left over from initial set up can be used in the following years as we expand.</i>