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

Submitted By: Villa Education Trust

For: A Middle School in West Auckland

March 2014

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## 1. APPLICANT CONTACT DETAILS

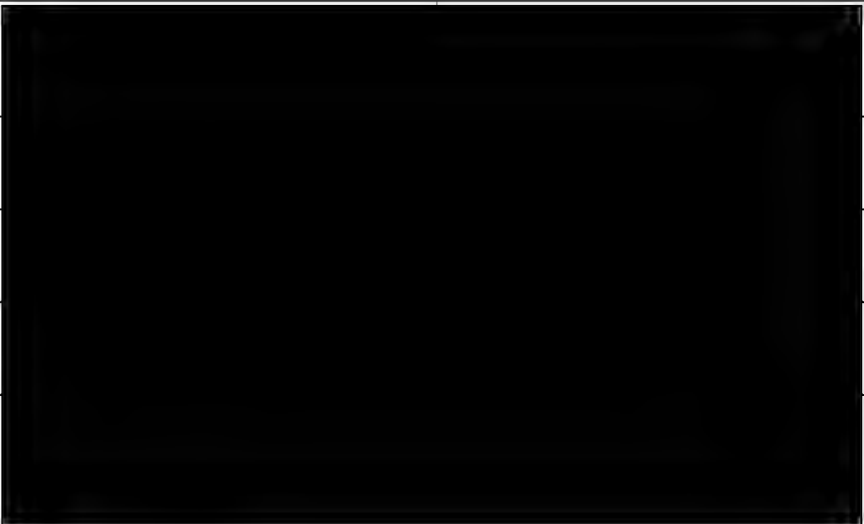
### CONTACT PERSON FOR THIS APPLICATION

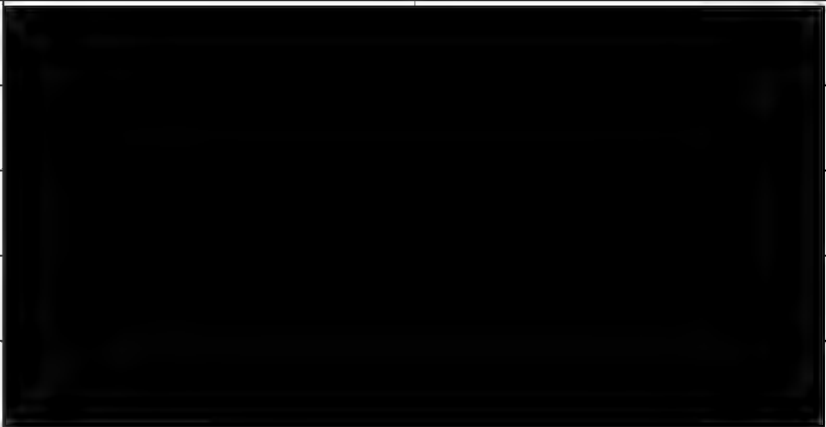
|  |                          |  |  |  |
|--|--------------------------|--|--|--|
| Contact person:                                | Karen Poole              |  |  |  |
| Position:                                      | Business Manager         |  |  |  |
| Phone number:                                  | 09 523 1241              |  |  |  |
| Mobile number:                                 | [REDACTED] s 9(2)(a) OIA |  |  |  |
| Email address:                                 | [REDACTED]               |  |  |  |
| Is the contact person authorised to negotiate? | Yes                      |  |  |  |

### SPONSOR ORGANISATION

|                                   |                                   |  |  |
|-----------------------------------|-----------------------------------|--|--|
| Full legal name:                  | Villa Education Trust             |  |  |
| Trading name: (if different)      | Mt Hobson Middle School           |  |  |
| Name of parent organisation:      | n/a                               |  |  |
| Physical address:                 | 131 Remuera Rd, Remuera. Auckland |  |  |
| Postal address:                   | PO Box 74-726 Greenlane, Auckland |  |  |
| Website:                          | www.mthobson.school.nz            |  |  |
| Location of head office:          | Auckland                          |  |  |
| Type of entity (legal status):    | Charitable Trust                  |  |  |
| Registered Charity                | Yes                               |  |  |
| Charity (or) Company registration | 1517188                           |  |  |
| Country of residence:             | NZ                                |  |  |

## REFEREES.

|                       |  |               |
|-----------------------|--|---------------|
| <b>Referee #1</b>     |  | s 9(2)(a) OIA |
| Name of organisation: |  |               |
| Name of referee:      |  |               |
| Telephone:            |  |               |
| Email:                |  |               |
| Relationship:         |  |               |
| When:                 | 1986 to present day  |               |

|                       |  |               |
|-----------------------|--|---------------|
| <b>Referee #2</b>     |  | s 9(2)(a) OIA |
| Name of organisation: |  |               |
| Name of referee:      |  |               |
| Telephone:            |  |               |
| Email:                |  |               |
| Relationship:         |  |               |
| When:                 | 2001 to present day  |               |

|                       |   |               |
|-----------------------|---|---------------|
| <b>Referee #3</b>     |   |               |
| Name of organisation: |  | s 9(2)(a) OIA |
| Name of referee:      |   |               |
| Telephone:            |   |               |
| Email:                |   |               |
| Relationship:         |   |               |
| When:                 |   |               |

## 2. APPLICANT PROFILE

### APPLICANT ORGANISATION

DO YOU INTEND TO ESTABLISH A NEW LEGAL ENTITY TO RUN THE SCHOOL?

No

WILL THE SPONSOR ORGANISATION RUN THE SCHOOL OR SUBCONTRACT SOME OR ALL OF THE OPERATION OF THE SCHOOL TO OTHER PARTIES

Sponsor intends to run school

### OVERVIEW OF APPLICANT'S ORGANISATION

|   |  |
|---|--|
| Type of organisation:   | Education  |
| Year established:   | 2002   |
| History:  | <p>The VET was established in 2002 in order to provide a governing body to the first school, Mt Hobson Middle School. 10 years have been spent refining the model and creating the necessary systems needed for the efficient operating of a successful school.</p> <p>In 2014 the South Auckland Middle School was successfully opened as one of the first Partnership Schools.</p> |
| Summary of experience relevant to your application to operate a Partnership Kura: | <p>Have operated a successful school at Mt Hobson, whose doors opened in 2003. All systems have been created and trialled and records kept to prove success.</p> <p>South Auckland Middle School was opened on time, within budget and is nearly at capacity in its first term of operation.</p>   |



## VILLA EDUCATION TRUST

|                              |                            |
|------------------------------|----------------------------|
| Total number of staff in NZ: | 21                         |
| Number of locations in NZ:   | Two (Remuera and Manurewa) |
| Overseas locations:          | None                       |

### CURRENT BUSINESS COMMITMENTS

|                                 |  |
|---------------------------------|--|
| Business activities:            | Currently the VET operates Mt Hobson Middle School and South Auckland Middle School.<br><br>There are no know limitations or constraints on the organisation |
| Other Contracts with government | VET has a contact with the government to operate South Auckland Middle School as a Partnership Kura  |

### PROBITY


|   |     |
|---|-----|
| List any pending claims against the organisation:   | N/A |
| List any court judgments or other decisions that have been made against the organisation in the last 6 years: | N/A |

### PROPOSED SUBCONTRACTORS

We do not intend to use any subcontractors

### FINANCIAL INFORMATION

s 9(2)(a) OIA

|  |  |  |    |  |
|--|--|--|----|--|
| Current financial status:                        |    |  |    |  |
| Gross revenue:                                   |  |  |    |  |
| Net profit (surplus) and Net Assets:             |  |  |    |  |
| Last audited financial accounts:                 | Accounts for 2013 are currently with the accountant and auditing will then occur. Attached 2012 accounts. 2013 can be forwarded when completed if requested. |  |    |  |
| Copy of latest audited accounts attached?        | Yes  |  | No | ✓<br>See attached letter from Accountant |
| Copy of latest annual report attached?           | Yes  |  | No | ✓  |
| Is organisation in dispute with any trade union? | Yes  |  | No | ✓  |



### 3. SCHOOL OVERVIEW

#### SCHOOL LOCATION

|   |  |
|---|--|
| Enter the address / location of your proposed Partnership Kura. | West Auckland  |
| Do you propose to operate the school at more than one location? | No – the school will comprise four communities (Villas) on one site. |

#### YEAR GROUPS

The school will cater for years 7 - 10

#### PRIORITY LEARNER GROUPS

The following table has been completed using the 2013 School Directory information for the low decile schools in Waitakere. We calculated the average percentage of learners within each category and then used that to determine the number of learners in our Villas. The total is 240 to reflect our commitment to opening this partnership kura in a low decile community. The figures used suggest there will be a higher proportion of Pasifika compared with Māori learners at West Auckland Middle School (WAMS). They also suggest there will be Pakeha learners and those from other ethnic groups. This will provide a rich cultural environment for all learners.

We would anticipate the proportion of learners with special education needs to mirror that of other schools in the community. In smaller schools it is important to maintain a balance to ensure that those learners with diagnosed special education needs are included in a “regular” school setting and that the school does not become a proxy for special schools. 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 report<sup>1</sup>, which stated that half of the schools they reviewed reported that at least 7% of their students had special education needs.

| Māori | Pasifika | Children from low socio economic backgrounds | Children with special education needs |
|-------|----------|--|---------------------------------------|
| 65    | 98       | 77   | 20                                    |

<sup>1</sup> ERO. (2012). Including Students with Special Needs: School Questionnaire Responses (April 2012). ERO.

## SCHOOL ROLL

Based on our experiences at South Auckland Middle School (SAMS) we envisage our roll filling very quickly. For this reason we anticipate all year levels being fully subscribed in 2015 with the exception of year 10. There would need to be a compelling reason for parents to change schools for one year only, particularly when the learner would need to return to secondary school the following year.

| Year         | 2015<br>Roll | 2016<br>Roll | %<br>Change | 2017<br>Roll | %<br>Change | 2018<br>Roll | %<br>Change | 2019<br>Roll | %<br>Change |
|--------------|--------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| 7            | 60           | 60           | 0           | 60           | 0           | 60           | 0           | 60           | 0           |
| 8            | 60           | 60           | 0           | 60           | 0           | 60           | 0           | 60           | 0           |
| 9            | 60           | 60           | 0           | 60           | 0           | 60           | 0           | 60           | 0           |
| 10           | 30           | 60           | 100         | 60           | 0           | 60           | 0           | 60           | 0           |
| <b>Total</b> | <b>210</b>   | <b>240</b>   | <b>14%</b>  | <b>240</b>   | <b>0</b>    | <b>240</b>   | <b>0</b>    | <b>240</b>   | <b>0</b>    |

#### 4. EXECUTIVE SUMMARY

QUESTION 1: PROVIDE AN EXECUTIVE SUMMARY OF NO MORE THAN 800 WORDS THAT CLEARLY SETS OUT THE DISTINCTIVE MISSION OF YOUR PROPOSED SCHOOL, WHY YOU ARE PLANNING ON ESTABLISHING IT, WHAT IT WILL ACHIEVE, AND HOW IT WILL ACHIEVE IT.

##### OUR MISSION

The Villa Education Trust (VET) model offers a window of opportunity, an alternative pathway to success, for priority learners; too many of whom are failed by the current education system. Through our holistic approach to education, our focus on academic achievement within a rich, integrated curriculum and our belief that all learners can succeed, the VET model will enable this group of learners to achieve their potential, confident in their individual identities, languages and culture.

##### FIVE TO TEN YEARS TIME

In five to ten years time this Partnership Kura will be a thriving learning community; one that supports not only our students but also the wider community in attaining economic security and social and emotional wellbeing. Our graduates will be reaching their potential at senior secondary and beyond. They will be confident, articulate and responsible global citizens; secure in the knowledge of who they are as individuals. They will be recognised in the community as exceptional young men and women.

Learners graduating from this Kura will have:

- Had the opportunity to develop their potential in a wide range of academic, physical, cultural and social areas.
- Been in a constantly stimulating learning environment.
- Had emphasised the very best teaching, learning and thinking techniques and the best use of digital technologies.
- Been in an environment permeated with a Christian values and philosophy basis that genuinely facilitates their development.
- Followed an integrated, project-based curriculum encompassing the New Zealand Curriculum.

All young people have the potential to develop into extraordinary young men and women given the right opportunity. Learners leaving our Kura will have developed outstanding learning and thinking skills to take into their final years of secondary school. They will be exceptionally prepared to excel at senior secondary qualifications. They will also have developed a love of learning and hold values that will enable them to be confident, actively involved and connected members of society,

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## PERFORMANCE GOALS

VET performance goals are focused on six areas:

- Our achievement goals include academic, social and emotional goals. These are measured through both formal and informal means; including standardized testing, content tests, project marks and overall teacher judgement.
- Attendance is recorded daily. Our goal is that all students attend regularly with no unexplained absences or parent-sanctioned truancy.
- It is important that all learners are fully engaged and participating in the life of the school. This will be measured through behavioural and attendance records, achievement data and other evidence related to the extent and nature of their participation in school activities.
- Equally important is that their parents, families and whānau are fully engaged and participating in their children's learning and the wider life of the school. This will be measured through records kept by the Community Liaison Manager and through observation.
- We expect our schools to be safe and inclusive learning environments where learning is valued and where all members of the community feel welcome. This will be monitored through measures including student behavioural records, staff observations, community surveys and informal feedback.
- It is important our schools are well resourced, orderly learning centres, operated within budget and functioning effectively. Meeting this goal is the responsibility of the Business Manager and the Trust as sponsors. It will be measured through financial, property, health and safety and other administrative records, and through the observed and experienced efficiency of the school on a daily basis.

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## STUDENT POPULATION AND PRIORITY GOALS

This Partnership Kura will serve students from the West Auckland area. Our focus will be around Henderson/Massey where there is a growing Pasifika and Māori population. Public Achievement Information suggests that while there has been an improvement in learning outcomes in this area results are still some way from the targets set by the Government, particularly for Māori and Pasifika. Further, the state of the housing market in Auckland suggests that more low socio-economic families will need to move to areas such as West Auckland to find affordable housing. Through our marketing and our relationships with community groups we will target the priority learners in this community, those who would benefit most from an alternative pathway, a window of opportunity.

As a Middle School we will cater for young adolescents during a particularly challenging period of their lives. During these years, young people experience substantial physical and emotional change. They are the years during which attitudinal, behavioural and social problems can escalate. For the priority learners these challenges can be further exacerbated by other factors in their lives.

The Government has set a target of 85% of 18 years olds attaining Level 2 NCEA or equivalent by 2017. This is an ambitious target. We believe that through our educational model we can support its attainment in the future by ensuring our learners enter senior secondary school well prepared for success.

## 5. PURPOSE AND GOALS

### QUESTION 2: PROVIDE A STATEMENT OF PURPOSE AND GOALS THAT:

#### A) SETS OUR YOUR DISTINCTIVE MISSION AND VISION, INCLUDING:

The Villa Education Trust was established in 2002 when Mt Hobson Middle School (MHMS) was opened. The mission statement of the Trust is:

*Through effective teaching, quality facilities, an optimal day structure, and an integrated curriculum – allowing young people to develop and learn so as to give them the base for excellence in all spheres of life.*

This mission statement sets the framework for the aims of all schools, including the proposed Partnership Kura in West Auckland, within the Trust's governance. These aims 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 his or her individualised education.

In the words of the Academic Manager for the Trust (Alwyn Poole) at the opening of MHMS:

*For a long time I have had the vision of providing the very best education for children by taking the positive aspects of current schooling, using outstanding teaching/learning techniques, an improved curriculum model, an innovative day structure and a personal and supportive learning environment. Eleven years of academic research and teaching experience have been used as a personal basis for planning this project. Mt. Hobson Middle School is the beginning of the realisation of that vision.*

#### WHY ARE YOU OPENING THIS SCHOOL?

The purpose of the Trust is to support, promote and establish educational facilities across New Zealand that provide unique opportunities and alternative pathways to learners from across all spheres of New Zealand society. The Partnership School/Kura Hourua programme enables the Trust

to reach learners in low socio-economic areas and to offer choice to families, whānau and communities who may not otherwise have had any.

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. In stating this, we acknowledge the specific needs of the priority learners, the extent to which more generic needs can be exacerbated for these learners and the manner in which the current education system has failed many of them.

We also believe in the potential of all young people to succeed, regardless of the barriers that exist. Working around or removing those barriers, solving problems and focussing on the positive are the keys to success. The goals we will set for all members of our Kura community in West Auckland will be aspirational, and achievable. They will require exceptional effort and a desire to succeed from all involved (teachers, learners, parents, family and whānau). They will be challenging and will require concerted effort over a period of time. Underestimating the challenge would be counter-productive. Overestimating it would be deficit thinking.

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. We will celebrate success but retain sight of the bigger goals and of the standards to be reached. We will be realistic about what can be achieved and when, but will not be “satisfied with low hanging fruit”. 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.

Based on our experiences at MHMS and evidence in the literature we believe strongly in the need for more Middle Schools in New Zealand. They offer an alternative pathway to success at senior secondary school for students who may otherwise struggle. The multiple transitions along the Primary – Intermediate – Secondary route can be unsettling for some learners. Further, the secondary model is not always appropriate for young adolescents in the difficult early teenage years.

Having successfully opened the newly established South Auckland Middle School (SAMS) in 2014 we feel confident that we can open an equally successful Partnership Kura in West Auckland. The positive reaction to SAMS in the local community, the size of the roll when the school opened and the ongoing support we are receiving have confirmed for us that the VET model offers an alternative that is readily acceptable to priority learners. In considering areas of need, where the VET model could have significant impact, we turned to West Auckland. Our reasons for choosing this area are discussed in a later section but relate to the growing Māori and Pasifika population, current achievement when compared against national results and those across Auckland.



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## WHAT MAKES THIS SCHOOL UNIQUE AND SETS IT APART FROM EXISTING PROVISION

There are a number of educational, organisational and cultural factors that together make VET schools unique and set them apart from existing provision. There is no-one thing that separates VET schools from others; rather there are many things that work together. Our holistic approach to education, our commitment to the individual student and our culture of care all make our schools unique.

We do not claim, for example, that any of our instructional approaches are distinctive in themselves. Many schools would, rightly, claim that they focus on the basics and that they deliver a strong academic programme that ensures students succeed in the core learning areas. Others will 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 to our educational approach is the way these different features are melded together into a coherent and consistent approach to achieving excellence. Our approach enables learning to move beyond the narrow siloes of content areas or particular methods of learning. Further, we provide all learners with these opportunities, regardless of their abilities. We do not presume, for example, that only the more academically able learners are capable of undertaking independent study.

Organisationally, the difference lies in our flexible approach, our willingness to meet the needs of the individual learner, to put them first rather than our systems or processes. We can, and do adapt, to ensure the success of our learners. While we do not make excuses for any child, we also do not expect them to fit into a one-size fits all model. Our timetable is flexible; the afternoon programme and the projects offer learners, their families and whānau choices.

Our unique approach can also be found in our culture, our ethic of care and our unwavering conviction that all learners can achieve to their potential. We work collaboratively with parents, families and whānau, in educative partnerships that are focussed on the success of our learners. The concept of *ado*, which describes a reciprocal teaching and learning relationship between teacher and student and where educators' practices are influenced by the latest research and are both deliberate and reflective, underpins our educational philosophies and values<sup>2</sup>. Through *ado* we enable the development of a positive learning relationship, which enables the on-going development of our educational model for diverse students and communities

The core values of our schools, regardless of the community they are based in, are:

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<sup>2</sup> Taken from Ka Hikitia.

- Excellence in learning.
- Collaboration and cooperation amongst students, families, whānau and the wider community.
- Building of personal character through applied Christian values<sup>3</sup>.
- A strong emphasis on thinking skills and learners understanding how they think and learn (meta-cognition).

Again, while each of these values is not unique in itself, it is the way we translate them into the daily life of the Villas that is unique. These are not espoused values; they are the way we do things and underpin all aspects of daily life.

We purposively use the term Villa to describe our learning communities. While MHMS is one community, SAMS is comprised of two such communities. We want these Villas to be viewed as an extension of the community not a siloed institution. The term Villa should be seen as synonymous with the Tongan concept of *fonofale* where the house is used as a symbol of holistic wellbeing. It also has resonance with both *kaupapa-based whānau*, an extended family who share a common bond, and with *whānaungatanga*, a relationship and sense of family connection developed through shared experiences and working together. In the case of the Villas the common bond is the shared purpose of enhancing the social, emotional and academic outcomes of those who learn within and through the Villas. Through working together we want to develop a sense of belonging, of obligations and of reciprocal relationships between our staff, the wider community and our learners. At our West Auckland there will be four separate Villas each with their own Academic Manager.

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#### HOW IT WILL ENABLE IMPROVED STUDENT ENGAGEMENT AND ACHIEVEMENT

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<sup>4</sup> in a variety of reports.

Throughout this proposal we have provided detail on how our educational model, our commitment to the individual learner and our focus on our Villas, as inclusive and safe environments, enables our learners to become successful, connected and confident members of society. The key to success lies

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<sup>3</sup> 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.

<sup>4</sup> [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz)

in our uncompromising focus on academic success, coupled with an inquiry based project model and an afternoon learning programme that reaches out into the community providing a wealth of opportunities for cultural, artistic and sporting development. Through this programme we are able to support the attainment of a wide range of social, emotional and academic outcomes.

We are confident that our multipronged and seamless approach to learning, incorporating classroom based instruction, independent projects and a cultural/sporting and community focussed afternoon programme, will meet the needs of priority learners. The flexibility, innovation and coherence that is built into our Villa Curriculum, 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.

We have the building blocks and a strong proven foundation on which to build through our ten years at MHMS. Our successes with learners with special education needs and others who came to us because the more traditional approaches were not working, or because they felt excluded from their previous school are testament to this. Appendix 8 provides examples of the value we have added to students at MHMS, many of who were not succeeding when they arrived. The letters of reference from past parents (Appendix 7) also showcase the value of our model for all students.

Also central to our success are coherent and effective educational, business and administration practices. These practices were developed, adapted and embedded at MHMS; they have now been successfully implemented at SAMS. These practices ensure our Villas are well resourced and run efficiently. They also enable our academic staff to focus on teaching and their learners, on what is happening in their classrooms.

## B) DEFINES THE SCHOOL'S PERFORMANCE OBJECTIVES AND HOW THESE WILL BE ACHIEVED AND MEASURED

Our Villa 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, which cover all aspects of the New Zealand Curriculum in authentic, inquiry based contexts. 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 their potential. Where this is not occurring our academic staff will need to look at the other goals and determine where there are gaps and concerns.
2. **Attendance.** Our goal is that all learners are regularly attending school; that 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 the

Community Liaison Manager 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 the Villa Academic Managers, with the Community Liaison Manager, will ensure they have the necessary resources to continue their studies.

3. **Participation by learners.** It is essential that all learners are not only present but that they are also fully engaged and participating in all Villa 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 learners.
4. **Participation by parents, families and whānau.** It is important that the families and whānau of the learners are engaged in their children's learning and participate in the wider life of their Villa and the Kura. One of the key roles of the Community Liaison Manager will be to ensure they feel welcome, that they are confident in offering support for the different programmes and that they utilise the services offered through our *whānau* space. It is also important that all staff are supportive of the parents, families and whānau of our learners and encourage their participation. This will be measured through records kept by the Community Liaison Manager. S/he will be required to report to the Business Manager on the success of different initiatives and on both the nature and extent of participation by the community.
5. **Villa culture.** We expect the four Villas at the West Auckland campus to be safe and inclusive learning environments 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 will be achieved through shared understandings, clearly stated expectations and consistency in their application. The attainment will be measured both formally and informally through engagement with the community and through appropriate surveys. The responsibility for this culture lies with each Villa Academic Managers in the first instance, supported by the Community Liaison Manager.
6. **Efficiency and efficacy of systems and processes.** For the Villas to succeed in meeting the needs of their learners it is important they are well run and orderly learning centres, operated within budget and that all learners and professional staff have the resources they need. Systems and processes include financial, property and resource management, staff employment and appraisal, health and safety and all record keeping. Responsibility for these goals lies with the Business Manager supported by the Office Manager.

### C) PROVIDES DEMOGRAPHIC EVIDENCE THAT DEMONSTRATES THE NEED FOR A NEW SCHOOL IN THE PROPOSED LOCATION

The need for a new school in West Auckland can be seen in the socio-economic status of much of the community, the existing provision of schools in the community and the ethnic diversity including Māori, Pasifika and other ethnic groups including those from refugee backgrounds.

In order to complete this section we utilised Statistics New Zealand data and Public Achievement Data for the Henderson-Massey board. It is likely some learners could also be drawn from the Waitakere Ranges. However, the size of this area and the relatively small and diverse population make it more difficult to draw specific conclusions regarding need. It is worth noting that the proportion of Māori and Pasifika families has also increased in this area.

### LOCAL POPULATION DEMOGRAPHICS

Across Henderson-Massey the following changes have occurred in census data between 2006 and 2013.

- There has been an increase in children aged 0 – 14 from 24,174 to 24,927
- The total population rose from 98,790 to 107,685 (9% increase)
- The number of Māori rose from 14,676 to 16,008 (9% increase)
- The number of Pasifika from 17,343 to 19,701 (14% increase)

The overall increase in population is probably reflective of the housing market in Auckland and the need for lower socio-economic families to move further out to find affordable housing whether rental or private ownership. With no signs of the Auckland housing market changing dramatically in the near future it is likely this trend will continue. Housing accord policies could also impact on the availability of housing in areas such as West and South Auckland, further increasing the number of low socio-economic families in these regions.

### THE CHOICES PARENTS, FAMILIES AND WHĀNAU CURRENTLY HAVE

We have analysed the data available in the 2013 Schools Directory for the Waitakere area to develop an understanding of the current provision models for learners in West Auckland. As these data show our Villas will offer a unique and innovative alternative for families in these areas. There are 67 schools listed, of which 21 are decile 3 or lower. There are seven full primaries, nine contributing primaries and two intermediates amongst these 21 low decile schools. There are two secondary schools both of which cater for students from Year 9. The average school roll is 387 with only two having less than 100 students. There are no middle schools. Our Villas will provide an alternative pathway to the more traditional, primary- intermediate- secondary model. They will also provide for smaller, family-based learning communities.

## ACHIEVEMENT IN THE AREA

Public Achievement Information data suggests that while there have been improvements in the achievement of students in the area there is still some way to go before the target of 85% of 18 year olds achieving at NCEA level 2 is attained.

Henderson-Massey data shows that in 2012 students were achieving at lower levels than those across of all of Auckland as well as nationally. Specific data include:

- 71.6% of students were at or above expected reading levels compared with 77.4% nationally.
- 67.5% of students were at or above expected writing levels compared with 70% nationally.
- 69.1% of students were at or above expected numeracy levels compared with 73.6% nationally.
- The percentage of school leavers with NCEA level 2 or equivalent was 72.9% compared with 74.3% nationally.
- The percentage of Māori 18 year olds with NCEA level 2 or equivalent was only 58.8%; for Pasifika it was 68.7%

## D) OUTLINES THE KEY ADVANTAGES OF YOUR APPLICATION INCLUDING THE EDUCATIONAL TRACK RECORD OF THE SPONSORING ORGANISATION

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%)<sup>5</sup>. A review undertaken for the Ministry in 2007 by Dinham and Rowe and summarised by the Ministry in 2009<sup>6</sup> highlighted the need for further research into the effectiveness of Middle Schooling but also provided evidence of its efficacy. This Partnership Kura will provide parents, family and whānau in the area 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. In that time we have worked with a diverse range of learners, including those with diagnosed special education needs, learners from Pasifika and Māorī backgrounds, learners

<sup>5</sup> Durling, N., Ng, L. & Bishop, P. (2010). The Education of Years 7 – 10 Students: A focus on their teaching and Learning. Ministry of Education

<sup>6</sup> Ministry of Education. (2009). Teaching and Learning in Middle Schooling: A Review of the Literature. Authors

who are achieving to a high standard in their chosen field (music, drama, sport, academics) and learners for whom school has not always been fully inclusive. We have learned how to personalise the learning experience, how to demand the best and support the efforts of those who may be struggling, how to encourage and motivate even the most demotivated and challenging learners. We bring this wealth of experience to this new Partnership Kura through the work of the Business Manager (Karen Poole) and Academic Advisor (Alwyn Poole). They will mentor and support those in key roles in the new school, sharing their expertise and knowledge.

3. The structure of our model enables us to tailor the independent projects and afternoon programmes to the communities 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 means the Villa model naturally incorporates many of the cultural values and metaphors of the Māori and Pasifika cultures with notions of *whānau*, of *aiga* (family) and a strong ethos of belonging and identity. The principle of *whānaungatanga* (building positive relationships) is one of the core principles on which we will establish WAMS. These links will be enhanced and enriched through working with the West Auckland community. Amongst the principles underpinning our philosophy are:
  - a. *Aroha ke ti tangata* (a respect, regard for others, empathy)
  - b. *Kanohi kitea* (visit, keep in touch, be seen to be actively involved)
  - c. *Manaaki ke te tangata* (share and host people, be generous)
  - d. *Kaua e takahia te mana o te tangata* (do not trample over the mana of the people)
  - e. *Tivaevae* involving the quilting of diverse facts and perspectives
  - f. *Teu le va* (the valuing, nurturing and looking after of relationships)
5. This proposal is for four learning communities (Villas) to be established on one site. Each Villa will provide for 60 learners and be led by an experienced Academic Manager. One of these will also be the school Principal. This will enable us to deliver personalised learning within discrete learning contexts, while also enjoying the advantages larger schools have such as purchasing power, professional relationships and sufficient student data to use as evidence of the efficacy of our model. It also means each Academic Manager will be able to develop close personal relationships with not only their learners, but also the parents, families and whānau of those learners. This is an extension of the model we have successfully implemented at SAMS where there are two learning communities.
6. The Trust has successfully governed MHMS since its inception in 2003. In that time core processes and policies have been reviewed and refined as needed. The Academic Advisor

(Alwyn Poole) and the Business Manager (Karen Poole) have proven expertise in leading and managing a successful educational institution. They have also proven their ability to extend the Villa approach and to open a new establishment. That SAMS was able to open on time, with a full staff and at a near capacity roll (88%) is testament to their abilities.

7. Further, much has been learned during the establishment of SAMS. This experience will be invaluable in establishing a larger campus in West Auckland.

## 6 EDUCATIONAL PLAN

### QUESTION 3: DESCRIBE THE CURRICULUM TO BE USED.

The New Zealand Curriculum document will be the foundation for our school curriculum. This Curriculum provides learners with the necessary skills, expertise and knowledge to succeed in the 21<sup>st</sup> 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.

### QUESTION 4: DETAIL HOW YOU PLAN TO TEACH AND DELIVER YOUR CURRICULUM ACROSS ALL YOUR PROPOSED YEAR LEVELS

The Villa Curriculum is delivered through three learning avenues: the classroom based academic programme in the morning, the independent projects and the afternoon programme where learners rotate through art, music, sport and community based learning and service. Appendix 3 provides further information about our curriculum.

All year groups undertake class-based academic programmes in English, mathematics, science, technology and social studies. One of the advantages of the Villa approach, with its smaller learning communities, is the capacity for our teachers to intertwine these learning areas through a thematic approach. For example, in social studies a class may study the lives of early Dalmation settlers in Henderson while reading the *Fat Man* by Maurice Gee (set in the depression in Henderson). The nature and difficulty of the content is determined based on the needs of the learners in a particular year group.

There are three pillars to our 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. We believe this approach to be innovative in the extent to which it has been implemented and the priority placed on the independent study and projects. Appendix 4 provides details of the timetables for each year group to show how this model works operationally.

**The morning programme** is designed to obtain the maximum benefits for our learners from their direct engagement with our professional 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 students. Through this time key competencies such as managing self, relating to others and thinking are developed. All our learners are expected, and supported, to achieve to their full potential across the core learning areas of the New Zealand curriculum.

**The independent projects** enable authentic use of the basic skills and knowledge learned in the classroom. The topics are 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. 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. 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. Appendix 5 contains a range of information regarding the projects.

**The afternoon programme** ensures that all learners are provided with a broad range of sporting and cultural experiences within their communities. These experiences enable them to engage with their own culture and identity and to develop a greater empathy for others as well as developing skills in art, music and sport. We also utilise the afternoon programme to provide community service. 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. At MHMS, for example, there are currently learners whose afternoon programme has been adapted to meet their specific sporting and musical needs.

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 (e.g. working with children at a local Kōhanga Reo, performing for the local 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 Māorī and Pasifika culture as well as others that may be in the community. We will do this through the involvement of local community members.

Attainment across these three learning programmes is recorded in Individual Programme Bases (IPBs) for each learner. More information is provided on these subsequently. An example from a Year 8 student in 2012 is appended (Appendix 6).

**QUESTION 5: EXPLAIN HOW THE TEACHING AND DELIVERY OF THE CURRICULUM WILL PRODUCE BETTER ACHIEVEMENT OUTCOMES FOR THE PRIORITY LEARNER GROUPS.**

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. Our curriculum and our focus on core academic learning in the morning caters for these needs.

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. These needs are met through our afternoon programmes and independent project-based learning.

The needs of the priority learners are no different. However, in their case, these needs are not always being met in the current system in that they can 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 common, 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 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. The barriers faced by priority learners include:

- 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, and a rich curriculum delivered in engaging and authentic contexts.
- 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.

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. 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.

The educational model, developed by the Villa Education Trust, enables personalised and individual learning opportunities for students from diverse backgrounds. The uncompromising focus on ensuring the basics are learned through direct teaching and integration into an inquiry based learning model, ensures that all learning styles are catered for. We have adapted the traditional school timetable to allow for more flexibility and a richer learning programme. We have also extended the school walls to include the wider community both as a learning environment and a learning resource.

Through our Villa Curriculum we add context and understanding to the content being delivered. An example of our holistic approach can be found in the way we regularly mesh literature, geography and history. This enables us to show, for example, how the social and physical environment in which they live informs the work of a writer. The understanding of migration in geography is greatly enhanced by studying the Grapes of Wrath, the push factors illustrated by changes in land use and the marginalisation of the unemployed by the settled people during the Great Depression. We will use similar holistic approaches to incorporate the languages, identities and experiences of the priority learners in our Villas.

There are two other factors that are central to providing improved outcomes for the priority learners attending our Villas. These are:

First, **our learners 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 time<sup>7</sup>. There is evidence to suggest that during this time students' engagement 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 future<sup>8</sup>.

For the priority learners it is likely that 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 Villas until Year 11 ensures they are provided with a strong foundation on which to undertake senior secondary school study. We track our students through their NCEA qualifications and have found that many go on to achieve at levels not anticipated when they first entered MHMS. This is enabled through the educational programme outlined earlier. 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 in each Villa** will not exceed 60. While the total school roll will be 240 the intention is to have four Villas, with each operating as a discrete learning environment. This will enable greater consideration of individual learner need and a more family-based culture.

**QUESTION 6: PROVIDE A FULL LIST OF THE QUALIFICATIONS THAT YOUR SCHOOL WILL OFFER (IF APPLICABLE).**

The Kura will not regularly offer any formal qualifications to students. However, should the need arise, we would consider supporting individual students to attain NCEA qualifications. This could be to extend very able learners, to meet the needs of learners for whom secondary school could be

<sup>7</sup> Ministry of Education. (2009). Teaching and Learning in Middle Schooling: A Review of the Literature. Authors

<sup>8</sup> Durling, N., Ng, L. & Bishop, P. (2010). The Education of Years 7 – 10 Students: A focus on their teaching and Learning. Ministry of Education

socially or educationally inappropriate, or for learners who are doing correspondence school for personal reasons.

**QUESTION 7: EXPLAIN WHY YOU ARE CONFIDENT STUDENTS WILL BE ABLE TO ACHIEVE THE NATIONAL STANDARDS (THOSE IN YEARS 1-8) OR YOUR PROPOSED QUALIFICATIONS USING THE CURRICULUM AND TEACHING METHODS YOU HAVE PROPOSED. BE SPECIFIC AND PROVIDE EVIDENCE SUCH AS STUDENT ACHIEVEMENT DATA WHERE POSSIBLE.**

As discussed elsewhere our educational model focuses on academic achievement. It is based on an understanding of the importance of foundational learning in numeracy and literacy and of all learners having the necessary skills and knowledge to participate and be engaged in learning.

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.

Education within the Villa model is not siloed, we do not, for example, “do” algebra and move on. We ensure that learners are strong in the basic skills of algebra, that they are able to return to these skills when needed and that they understand their application in real world situations. As indicated earlier, many aspects of the curriculum are meshed 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.

Appendix 8 contains details of academic results for students from MHMS. It shows the extent to which we are able to add value to students. We acknowledge that MHMS students are not priority learners (although we do have students with special education needs at MHMS). However, we are confident that we have the expertise and knowledge to achieve the same results with learners from the priority groups.

**QUESTION 8: IF YOU PLAN ON TARGETING MĀORI STUDENTS, OUTLINE YOUR PLANS FOR:**

A) ACHIEVING SUCCESS FOR MĀORI IN EDUCATION SO THAT STUDENTS ARE ENJOYING AND ACHIEVING SUCCESS AS MĀORI

There is strong evidence to support the claim that Māori students achieve better when education reflects and values their identity, language and culture<sup>9</sup>. For Māori to achieve educational success as Māori their unique identity, language and culture must be acknowledged and celebrated within the daily life of the school. All Māori students, their parents and whānau need to be engaged in an educational journey that is a pathway to success. On this journey the support of the wider community is also essential, including hapu, iwi and Māori organisations and businesses. Ka Hikitia has five guiding principles: the Treaty of Waitangi.; a Māori potential approach; Ako, - a two teaching and learning process; identity, language and culture count and productive partnerships. We are confident that these principles can be readily incorporated into the VET educational model. Indeed, we would argue that they already are.

Earlier in this proposal we spoke of *Ako*, we also spoke of the importance of educational partnerships and of respecting our learners culture and identity. The core values that underpin our way of doing things rest easily alongside these principles. Our Christian values, our focus on the Villas as inclusive learning communities, our aspirations for all learners and our desire to partner with the wider community resonate with the principles of Ka Hikitia.

In more practical terms some of the ways we will achieve this are:

- Our academic curriculum includes many Māori related topics, particularly in social studies.
- Māori approaches/views are naturally incorporated into other topics being studied e.g. when we are studying law and justice in New Zealand we include Māori customary law and justice. In English we include stories by Witi Ihimaera and Patricia Grace and other Māori authors.
- Beyond the classroom curriculum, Māori learners will be encouraged to complete project tasks in ways that further develop and enrich their confidence as young Māori and their understanding of what that means. We would envisage them being supported in this by not only our teachers but also parents, whānau, mentors and peers in the wider community.
- During the afternoon programmes we will incorporate Māori music, dance and art as part of an extended cultural and arts programme. These will provide authentic opportunities for young Māori learners to develop their cultural identity and to see it valued in the school.
- Through our Community Learning programme we will encourage and support the involvement of the Māori community in ways that recognise and value the Māori world view. It is our vision that this Kura is part of the community, a hub of learning that reaches out to the community and welcomes the community into its walls.

Above all else, we will respect our learners, value their heritage and recognize their cultural capital as well as their individual needs. We will welcome their parents and whānau, build our relationships

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<sup>9</sup> Ka Hikitia – Accelerating Success 2013 - 2017

with Māori organisations and community groups, and engage with them to ensure the success of their young people. Key to our success will be our aspirational goals for all learners and our commitment to a potential-based paradigm. We will not accept deficit thinking in any form.

#### B) SUPPORTING MAORI LANGUAGE IN EDUCATION: DELIVERING STRONG, CO-ORDINATED EFFORT AND INVESTMENT

The first of the focus areas for Ka Hikiita is that all Māori have access to high quality Māori language in education. We will support this focus through the provision of opportunities for not only our Māori learners, but also others, to engage with Te Reo Māori speakers, to learn of and through Te Reo Māori.

Te Reo Māori will be taught across the year levels as part of the curriculum. However, we are also willing to look at opportunities to extend learning beyond the classroom where a learner, their family and whānau express particular desire to do so. Further opportunities for language development could be available, for example, during music, art and project work. The only limitations would be our access to fluent Te Reo Māori speakers through the support of the wider community. Supporting Māori language in education is one of the ways the Māori community can support their learners, their young.

Visits to local marae and other community based learning activities will provide learners with the opportunity to interact with Te Reo Māori speakers. Though these activities the Māori language will be supported and profiled. As with all learning at a VET school our approach will be holistic, offering many opportunities to engage in rich learning activities.

#### QUESTION 9: IF YOU PLAN ON TARGETING PASIFIKA STUDENTS, OUTLINE:

##### A) YOUR PLANS FOR ACHIEVING PASIFIKA SUCCESS USING STUDENTS' IDENTITIES, LANGUAGES AND CULTURES AS FOUNDATIONS TO BUILD UPON

We are equally committed to ensuring the identities, languages and cultures of our Pasifika learners are acknowledged, respected and used as a foundation for their success at WAMS. We are cognisant of the different cultural groups encapsulated by the term Pasifika and for the need to be aware of the diversity of language and culture that is Pasifika. As with all our learners, we will view each Pasifika learner as an individual with their own values, aspirations and backgrounds. Each has different stories to tell and different views to express. Through our flexible programme, the independent learning opportunities it provides and our collaborative approach with the wider community we will showcase and utilise the vibrant Pasifika cultures that our learners will bring to the school.

Our community learning programme will provide opportunities for the Pasifika community to share their knowledge and ways with our school community, to enhance their understanding and to visibly

acknowledge the richness and vibrancy of their cultures. Our students will also have opportunities to work in the wider community, to interact with others and to learn about their lives. Individual students will be encouraged to showcase their culture in their project work, to share with their peers their cultural capital and to learn from each other

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#### B) HOW THE SCHOOL WILL BUILD ITS OWN PASIFIKA CAPABILITY

We will raise the Pasifika capability of our school through our engagement with the Pasifika community we are serving. By working with them to ensure their learners succeed, our Kura will also learn. We will take time to listen to leaders and others from the Pasifika community, to learn about protocols and traditions. By bringing Pasifika community members into our school our teachers will also be provided with rich learning opportunities. We acknowledge this may take time, but we recognise the importance of working with the Pasifika community and we will be proactive in ensuring this happens.

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#### C) HOW PARTNERSHIPS WITH PASIFIKA PARENTS, FAMILIES AND COMMUNITIES ARE USED TO ACHIEVE PASIFIKA SUCCESS

We have read the Pasifika Education Plan and see close alignment with the goals and practices described and our own goals and practices. As already stated the Christian values on which the VET model is based is closely aligned to the core values of the Pasifika nations.

Pasifika parent, families and communities have the potential to act as teachers to our students, to guide and mentor them and to support the teaching and learning of Pasifika cultures and languages. Through their participation and engagement in the life of the Kura they can show their support for education and their understanding of the importance of success.

The importance of family engagement in education is well documented. Schools cannot achieve success for their learners on their own. It is only through educative and productive partnerships with families and the community that success for all learners can be achieved. The importance of family in Pasifika culture makes this engagement even more important.

We will support Pasifika families to support their children. We will provide opportunities for them to engage in our learning community and will welcome any involvement. We realise this may take time; we will be patient, we will listen, reflect and learn. The Kura can provide resources and support to parents. We can help them help their children. We will also acknowledge and respect what they bring to the learning of their children.

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#### QUESTION 10: OUTLINE HOW YOU WILL ACHIEVE AN INCLUSIVE ENVIRONMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS, INCLUDING

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#### A) HOW THE SCHOOL WILL DEMONSTRATE INCLUSIVE PRACTICES



The ethic of care that sits at the heart of the VET culture is based on inclusive practices. VET schools are founded on Christian principles including respect for all. We do not tolerate any form of bullying or disrespect to others. Our values and expectations are clearly laid out and are adhered to. We expect all members of our community to treat others as they would wish to be treated.

Our small class sizes and learning community model enable a more openly inclusive, caring environment. In a smaller, more supportive environment the needs of learners can be more easily catered to. Our teachers and school leaders know each child well, they are aware of their pressure points, their needs and more importantly their potential.

We do not subscribe to the view that learners with special needs cannot achieve nor do we treat learners with special needs any differently from others. All learners are valued and respected, encouraged in their aspirations and supported to succeed. We expect all our learners to not only be present at school but to be actively engaged and participating. We value effort and determination; success is measured against individual goals and aspirations.

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**B) HOW THE SCHOOL WILL BUILD ITS CAPABILITY TO ADDRESS THE NEEDS OF STUDENTS WITH SPECIAL EDUCATION NEEDS**

We will work closely with professionals in the area of special education; particularly those who may already be working with our learners. We will take every opportunity to listen and to learn from them; to reflect on our practices and to look for different ways to support our learners achieve their full potential.

Professional learning opportunities will be provided to members of the staff where appropriate. Where this occurs we would expect these staff to share their learning with the wider VET professional learning community.

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**C) HOW PARTNERSHIPS WITH PARENTS WITH STUDENTS WITH SPECIAL EDUCATION NEEDS ARE USED TO ACHIEVE EDUCATION SUCCESS**

We work closely with parents, families and whānau to develop an individual plan for each child that recognises and meets their individual needs. This plan will ensure a collaborative and productive partnership; one that utilises the skills and knowledge of all involved. We will work with parents, families and whānau providing support and guidance where needed and listening to them when needed. We want to develop a holistic approach to the development of their children. Again this may take time. Many parents with children with special education needs are frustrated and angry; they feel the system does not listen to them. We will need to show them we care; that we want their child to succeed.

QUESTION 11: IF YOU PROPOSE TO OPERATE A SECONDARY SCHOOL AND ARE PLANNING TO OFFER A FULL SUBJECT RANGE, EXPLAIN HOW THIS WILL BE RESOURCED WITHIN THE FUNDING LEVELS SET OUT IN YOUR FINANCIAL PLAN.

Our students will be from years 7 to 10 and as such will not require the breadth of subjects that schools providing for years 11 to 13 need to offer. We are confident we can offer a rich and extensive curriculum to our learners, one that is age and ability appropriate, within the funding levels set out in our financial plan.

QUESTION 12: IF YOU ARE PROPOSING TO PROVISION FOR 0-8 YEAR OLDS, EXPLAIN HOW YOU WILL MANAGE THE REQUIREMENTS SET OUT IN THE ECE REGULATIONS AND THE OBLIGATIONS OF A PARTNERSHIP SCHOOL AS SET OUT IN KEY DOCUMENTS (INCLUDING LEGISLATION AND THE CONTRACT).

We are not proposing to provide for this age group

QUESTION 13: DETAIL TESTS, MEASURES AND TOOLS, OR OTHER ASSESSMENT TOOLS THAT YOU PROPOSE TO USE, INCLUDING

A) HOW STUDENT PROGRESS AND ACHIEVEMENT WILL BE MEASURED, TRACKED, REPORTED AND RESPONDED TO, PARTICULARLY IN RELATION TO NATIONAL STANDARDS

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

- Standardised testing at all year groups using PATs and asTTle.
- All students will complete the Australian Mathematics, Science and English ICAS<sup>10</sup> tests.
- Content area tests will be regularly undertaken in English, science, social studies and mathematics.
- All independent projects will be marked using a *no-credit, credit, merit, and excellence* framework for each task. Those learners achieving an overall excellence will be recognised on an honours board (Appendix 9 is a sample record sheet).
- Overall teacher judgement will be used when measuring against National Standards.

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<sup>10</sup> International competitions and assessments for schools. For further information visit <http://www.eaa.unsw.edu.au/icas/about>

The main form of student assessment will be the eight completed projects in each year. These cover each of the learning areas through a series of applied tasks. Learners and their parents will be provided a full assessment schedule for each project (Appendix 9). This will include whether each task achieved a *not achieved*, *achieved*, *merit* or *excellence*. There will also be teacher comments on each task. The overall quality will be assessed across all tasks with a comment. The Villa Academic Managers will keep parents, family and whānau advised of the quality of projects overall, areas of general concern and ways in which they can support greater success. We will work closely with our community partners to determine the best way to facilitate this communication.

At the end of every second project (i.e. the end of each term) the students will also be tested through assessments based on the traditional subject divisions. There will be also regular subject based assessment and testing, based around the five week project blocks. This is to provide assurance to learners and their parents, family and whānau that they are being advantaged by the mode of learning we are using and to give them a comparison against more traditional New Zealand school criteria. Some of the projects also require learners to make clear subject divisions within the aspects they are studying.

There will be two formal written reports to parents. The first will be issued at the end of Term 2 and the second at the end of Term 4. The reports will be comprehensive and in plain language. They will include grades for different curriculum areas for both achievement and effort. There will be comments for each learning area explaining the grades achieved. They will also include a summary of completed project levels. The Community Liaison Manager will monitor how accessible these reports are for parents, families and whānau and what improvements are possible.

The criteria for grades will be explained on the report:

- A = Excellence (80% - 100%)
- B = Good (65% - 79%)
- C = Satisfactory (50% - 64%)
- D = Needs improvement (under 50%)

Parents, family and whānau will always be welcome to drop into the school, observe classes and to discuss things with the Villa Academic Managers or Community Liaison Manager. They will also be welcome to make more formal appointments when they see the need. The Villa Academic Managers will regularly update all parents on individual successes and on overall results. For example, those learners who have gained an excellence, or have shown marked improvement will be recognised.

All learners will have an **individualised programme base (IPB)**. This document will identify their interests, strengths, and 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. A sample IPB for a learner from MHMS in 2012 has been appended (Appendix 6).

The MHMS Assessment Policy has also been appended (Appendix 10).

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## B) HOW ASSESSMENT AND/OR AROMATAWAI WILL BE USED TO TAILOR INSTRUCTION.

All assessment is both diagnostic and summative. The core 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. Results are used to assess a student's progress and to develop a plan for further improvement.

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 (Appendix 6).

Teachers in all our Villas will be 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 will be required to demonstrate how their planning reflects the needs of their learners as evidenced in a range of assessment activities.

Learners will regularly receive formal and informal feedback on their progress, on what they have done well and where they still need to improve. All tasks will be thoroughly marked and discussed with the learners involved. There will be regular feedback regarding expectations, areas of concern and celebrations of success. Where appropriate, learners will be given the opportunity to resit tests after reviewing the gaps shown in their first test. They will also be given the opportunity to query and discuss any marks they are given.

By making the overall expectations that all our learners 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 learner in our Villas 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 model.

Twice a year the Principal will be expected to report to the Trust Board on:

- The progress of the learners in the school.
- 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.

#### QUESTION 14: EXPLAIN HOW YOUR SCHOOL WILL:

##### A) WORK WITH STUDENTS, PARENTS, FAMILIES/WHĀNAU AND COMMUNITY TO PROMOTE HIGH ATTENDANCE LEVELS

The inclusive culture of our Villas and the extensive and varied learning opportunities offered will be a key driver in promoting high attendance levels. We are also realistic that it may take time for learners, 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 Villa Academic Managers will have overall responsibility for attendance in their Villa 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 Villa leadership will be proactive rather than waiting for the problem to escalate, looking for solutions to any barriers to attendance. 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 the Villas. Villa Academic Managers 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* or *aiga* space at the Kura, 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 Villa. We do not want them to feel the school is a place you visit only to meet with the "Principal" or to have a five-minute parent-teacher meeting. The furnishings of this space and its name will be finalised during our initial consultations.

All our learners 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, initially, will have a central role in developing these partnerships. Sustaining and further developing them over time will require commitment from the other professionals within the Villas. 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/FAMILIES/WHĀNAU AND COMMUNITY 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 the wider community using the Kura 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. 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.

We do not see the Kura as offering the social services that other agencies provide. Rather, we see our role as supporting all aspects of our learners' lives and assisting their whānau and family to become partners with us in their learning. We want all members of the wider Kura community to come to value and respect learning and the self-esteem that is gained through achievement. We will, however, work closely with other local organisations to support our families where ever appropriate.

#### D) COMMUNICATE WITH PARENTS/FAMILIES/WHĀNAU AND COMMUNITY CONCERNING THE SCHOOL'S PROGRESS AND ACHIEVEMENTS

We will work with the community to develop a communications plan that reflects their preferred means of communication. 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.

At MHMS the Academic Manager uses email to inform the school community of progress and achievements. These emails are sent on a weekly basis – or more regularly if needed. 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.

The end of year prize giving is the formal forum for celebrating the successes of the year and reporting to learners and their parents on the progress of the school. The nature of this event will be agreed in consultation with our Trust Board advisors and the Community Forum groups.

Our Community Forum group (discussed subsequently) will provide an opportunity for the Villas to provide information to the community. They will operate as a vehicle for sharing information to others in the community.

#### QUESTION 15: EXPLAIN THE RELATIONSHIP YOUR SCHOOL INTENDS TO BUILD WITH COMMUNITY AGENCIES AND ORGANISATIONS THAT SERVE STUDENTS WHO ATTEND THE SCHOOL.

We hope to develop a close working relationship with community agencies and organisations and have already begun this process. As mentioned earlier, we do not see the Kura 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 the school. 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. For example, our older learners could work in a *Kōhanga Reo*; they could support the local church with a community activity or work as volunteers at a local event.

**QUESTION 16: OUTLINE ANY COMMITMENTS THAT THE SCHOOL HAS MADE FOR PARTNERSHIPS OR OTHER RELATIONSHIPS WITH COMMUNITY ORGANISATIONS OR INDIVIDUALS THAT WOULD ENRICH THE LEARNING OPPORTUNITIES FOR STUDENTS ATTENDING THE SCHOOL.**

We have not formalised any commitments or partnerships. Rather, we are talking with a wide range of community organizations and individuals. It is our intention to build an extensive network across the community of parents, families, whānau and community groups. This network will be flexible, adaptive and responsive to need. Our experience at SAMS has shown us the importance of retaining our independence and the ability to work with anyone who can and is able to support and enrich the learning opportunities of our learners.

We have recently spoken with UNITEC who are very supportive of our Kura and have offered their assistance in a range of ways. This could include scholarships for our students.

Groups we have, or will contact, should we be successful include:

- Local churches
- Local iwi and/or other Māori groups
- Pasifika organisations
- Community support organisations
- The local schools
- Community police groups
- The local business group
- Local sports associations and clubs

In addition, we will utilise our own personal networks developed through MHMS and our involvement in sporting and other communities. Contacting these groups and beginning our consultation processes will be a key priority in 2014.

**QUESTION 17: DETAIL ANY PLANS TO USE EXTERNAL PROVIDERS TO DELIVER PARTS OF THE EDUCATIONAL PROGRAMME (IF APPLICABLE). PROVIDE A FULL EXPLANATION OF HOW THIS WILL WORK IN PRACTICE.**

We will not use external providers to deliver the educational programme. Rather we use experts to support and enhance our programme. Classroom based teacher will deliver the core curriculum in the mornings.

Guest speakers and tutors will be utilised during the afternoon programme to enrich this learning. For example, in the past at MHMS we have had authors and artists work with our learners. We have had guest speakers talk on a wide range of topics and past students return to the school to discuss their experiences. We envisage a similar programme at this Kura with an emphasis on



representatives from the community. We would value, for example, visits from Māori or Pasifika artists and performers.

Our sports programme will be delivered by a range of community providers with expertise in particular sports. Music and drama are also taught during the afternoon programme by qualified tutors.

In this way we ensure our learners are taught by highly knowledgeable and skilled individuals.

#### QUESTION 18: EXPLAIN AND PROVIDE EVIDENCE TO SUPPORT YOUR PROPOSED SCHOOL CALENDAR SETTING OUT:

Our school calendar is one of the unique features of the VET educational model. It enables our learners to focus on developing the necessary content knowledge in the morning programme and then extend and enrich their learning through the afternoon programme. The Villa calendar follows the standard four-term model. The dates are determined each year based on Ministry guidelines.

##### A) THE DAILY HOURS OF OPERATION

The Kura will operate from 8:30am to 3:15 pm.

##### B) INDICATIVE STUDENT TIMETABLES

The following points describe the **organisation of the timetable**. There is a different timetable for each year group, rotating through a different morning and afternoon programme. There are copies of sample timetables from MHMS in the appendices (Appendix 4).

- 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.
- 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.

##### C) HOW THE SCHOOL DAY AND YEAR WILL BE ORGANISED TO INCLUDE INSTRUCTION AND ASSESSMENT, INDEPENDENT STUDY, PROFESSIONAL DEVELOPMENT, PARENT-TEACHER CONFERENCES, AND EXTRA OR CO-CURRICULAR ACTIVITIES.

**Curriculum delivery** (instruction) is in blocks (approximately five weeks) with two blocks per term. Learners 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. For example, there will be activities related to the novel being read in English in the project. In a recent project the art task was based on Colin McCahon for Year 9 to reflect the focus on New Zealand writing.

**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 (Appendix 9). This provides a comprehensive review of learning outcomes twice a term. The MHMS Assessment Policy is appended (Appendix 10).

As discussed elsewhere **independent study** is central to our holistic model. Each learner has one period per day of independent study time to work on their projects. The extent of support and guidance provided varies with the age and capability of the learners.

**Co-curricular activities** are scheduled during the afternoon programme. Included are sport, art, music and drama. In addition, there is a focus on fitness with a school run or equivalent, on Mondays and Fridays before the first morning break. Students will be encouraged to represent the school at sports and to participate in a range of activities such as athletics, cross-country, tennis, swimming. Given the size of the overall Kura roll it is also likely we will be able to enter teams in some events.

We are not intending to hold formal **parent-teacher conferences**. There will be year group parent and whānau meetings at the start of each year. During these meetings the Principal will outline the year, expectations and the overall philosophy of the Villa. There will be 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 their Villa Academic Managers and other staff.

The **Community Forum** group will meet each term. This will provide an opportunity for the Villa Academic Managers and the Principal to report on progress, 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, or needed, basis. All requests for professional development will be approved by the Principal 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. Professional development and teacher support needs are primarily identified through the staff appraisal process (Appendix 22).

We will organise an **annual Villa conference** where all staff from across the different campuses can come together. This will occur in the Term Three break to enable a consideration of the year to date and a focus on planning for the following year.

Each Villa will hold a **staff only day** at the beginning of each year.

Annual events will include a **formal prize giving** at the end of the year and a **cultural performance evening** at the end of Term 3. There is also an **annual fun run** which the whole Villa is expected to participate in. During Term 3 each Villa will hold a special day in which grandparents/tūpuna are invited to visit the Villas.

Appendix 11 is a table providing a summary of the school year based on the above information.

**QUESTION 19: OUTLINE 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 through the Villa education programme is a privilege not a right. With that privilege come expectations and responsibilities for all concerned. These will be clearly stated and enforced.

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 Villa Academic Managers. The second step would be for the learner, their parents or whānau to engage in discussions with the Villa Academic Manager and Community Liaison Manager to find a solution moving forward. If necessary the matter would be escalated to the Principal before becoming a matter for the Trust Board.

The Villa education model is a high trust model. It is presumed that all learners, 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 our Villa 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 Principal 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 the Villa in maintaining the expected standards.

Appendix 13 is the current MHMS policy with regard to behaviour.

**QUESTION 20: SET OUT YOUR STRATEGY, POLICY AND PROCEDURES THAT WILL ENSURE THE SCHOOL IS A SAFE, ORDERLY, AND DRUG-FREE ENVIRONMENT WHERE BOTH TEACHERS AND STUDENTS CAN FEEL SECURE AND WHERE EFFECTIVE LEARNING CAN TAKE PLACE (IN LINE WITH THE PROVISIONS UNDER THE EDUCATION ACT 1989 AND ANY OTHER APPLICABLE ACTS).**

The Trust Board, in conjunction with the Villa Academic Managers will work to ensure that each Villa 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 a VET school to learn has the right to do so in a safe and orderly environment, with no distractions. There will be a no tolerance policy with regard to drugs or violence within the Villas. The expectations regarding behaviour and the use of banned substances will be clearly stated along with the consequences of breaking the rules. 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 Villa rules.

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

As discussed earlier, the removal of privileges is the first step in any disciplinary action. Escalation to the Trust Board is the last resort. We will use education and communication as tools for changing behaviours, attitudes and values where necessary.

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.

#### QUESTION 21: 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 Academic Advisor for the Villa Education Trust (Alwyn Poole) will work closely with the individual Villa Academic Managers to ensure an effective professional learning community operates within and across the VET schools (including MHMS). This group will form a professional leadership team and work with the Business Manager to ensure professional learning funding is accessible for all staff and utilised so that the maximum benefit is obtained for all.

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 Villa Academic Managers will be 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 the students in our Villas but also for the professional staff. Authors taking writing workshops; an artist take a workshop on Māori art; a historian discussing 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.

A key feature of our professional learning programme will be the annual **Villa Learning Conference** when all staff (professional and administrative) from across the Villas will be brought together. We will utilise guest speakers, arrange workshops facilitated by staff members and provide opportunities for reflection, professional learning conversations and challenging dialogue. Staff members will be able to reflect on their own practice, share concerns and successes, and engage with next practice through guest speakers and/or selected readings and presentations. The programme will be designed and led by the Academic Leadership team. It will be designed around the annual review focus, any needs identified during the regular review processes in each Villa and any new ideas or practices that could enhance the Villa education model.

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**B) THE SUPPORT AND MENTORING PROPOSED FOR ANY STAFF THAT ARE NOT REGISTERED TEACHERS (IF APPLICABLE)**

Our model ensures that the daily administrative and business operations of the Villas are not the concern of our Academic Managers. This provides them with the time to mentor and support all teaching staff. Further, at MHMS we have senior, experienced staff who will be able to provide guidance to their colleagues at other campuses.

We will encourage and support any non-registered teachers to become registered while working for the Villa Education Trust. It is not our intention to employ non-registered teachers in positions of responsibility with regard to curriculum.

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**C) HOW YOUR PROPOSED PROGRAMME OF PROFESSIONAL DEVELOPMENT WILL ENABLE THE SCHOOL TO MEET THE NEEDS OF PRIORITY STUDENTS.**

Our VET staff will operate as a professional learning community at all times, both within and across the Villas. This community will maintain an uncompromising focus on student outcomes and meeting the needs of priority and other learners. They will be 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. Challenging dialogue and constructive critique will be the hallmark of all professional relationships. Ensuring this occurs will be the responsibility of the Villa Academic Managers and the Academic Advisor.

In this way our Villas will be adaptive, flexible and responsive to the needs of all learners. High expectations, a focus on outcomes and on delivering an engaging and rich curriculum will be part of the culture of the Villas, of the way things are done.

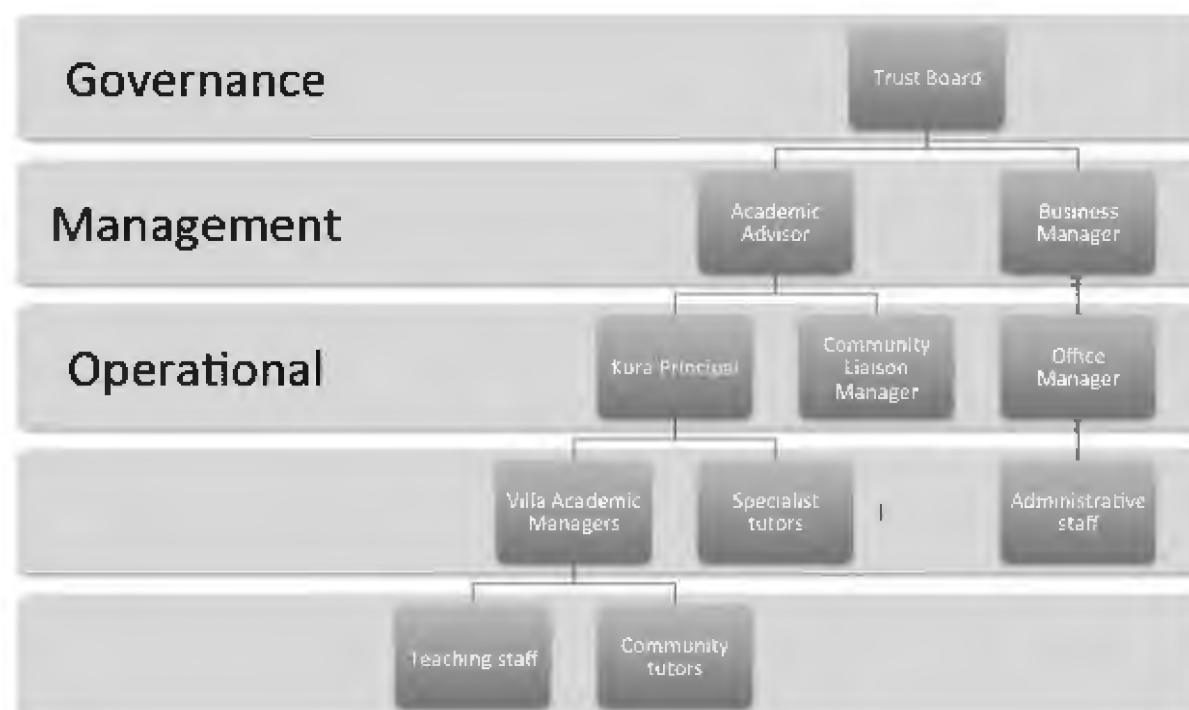
**QUESTION 22: IF YOU ARE PROPOSING TO USE NON-REGISTERED TEACHERS, EXPLAIN WHAT SUBJECTS THEY WILL TEACH, WHAT EXPERIENCE OR SKILLS YOU WILL REQUIRE, AND THE ROLE THEY WILL PLAY IN THE DAY-TO-DAY OPERATION OF THE SCHOOL.**

We are not proposing to use non-registered teachers to teach academic subjects in the morning programme. We will use expert tutors and coaches in the afternoon programme in some cases. They will not be involved in the day-to-day operation of the school. All senior staff with responsibilities for curriculum or students will be registered.

## 7 BUSINESS PLAN

**QUESTION 23: OUTLINE THE DIFFERENT STRUCTURES (IN BOTH CHART AND NARRATIVE FORM) OF YOUR PROPOSED PARTNERSHIP KURA**

The following chart outlines the overall structure for this Kura including its relationship with the VET. It shows the direct accountability and responsibility lines across the different levels of the community. While this appears very hierarchical the culture of VET schools is collaborative and supportive.



## A) GOVERNANCE

The Villa Education Trust Board (The Board) will be the sole governance body across all campuses. The Trust is a charitable trust that currently operates MHMS and SAMS. The Trustees are:

- Mr Alwyn Poole *B.B.S., M.Ed. (Hons), Dip Tchg., Post Grad. Dip. Sport Mgt*
- Mrs Karen Poole *B.B.S*
- Mrs Anna Ready *B.Com Dip Tchg*
- Michael Sapolu *BA LLB*
- Lindsay Faris *BA LLB*

We will utilise the services of an advisory to the Trust to support in the governance of the West Auckland Kura. This advisory will comprise a recognised leader from each of the Māori and Pasifika communities. Their designated titles will be determined in consultation with the appointees themselves. We will also consider whether it is better to have more than one Pasifika community represented (e.g. Samoan and Tongan). This is due to our acknowledgement that there is more than one language and cultural identity within the Pasifika community. They will not be Trustees but will be paid an honorarium for their services.

The Trust Board, as sponsor, is responsible for ensuring the Kura 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.

The Trust document states that in the event of the dissolution of the Trust after all debts and liabilities are paid the remaining property shall be transferred to some other charitable organisation with similar objectives or charitable purpose.

## B) MANAGEMENT

The Kura will be led by a Principal who will also lead one of the four Villas. S/he will be the spokesperson for the Kura in the community and will take overall responsibility for the academic life on the campus. S/he will be supported by three Academic Managers who will each lead a Villa. The Principal will also have direct responsibility for one of the Villas.

The Business Manager (Karen Poole) will be responsible for the financial and business management of the West Auckland Kura as well as the schools in Mt Hobson and South Auckland. This will enable significant economies of scale while retaining the benefits of small learning communities within the different Villas across the three campuses.

## VILLA EDUCATION TRUST

The Business Manager will be required to report to the Trust Board on a regular basis and to furnish appropriately audited accounts each year.

### C) ADMINISTRATION

An Office Manager will have responsibility for the day-to-day management of that campus. The Office Manager will report directly to the Business Manager. A similar model exists at SAMS and MHMS.

The daily administration and operation of the Kura will be the responsibility of the Office Manager and the Principal. They will ensure that each Villa on the campus operates smoothly and is a safe and supportive learning environment for all learners. The Villa Academic Managers will also have responsibility for decisions that affect their learners on a daily basis.

As well as the Office Manager, additional administrative personnel will be employed to undertake specific tasks. We would look to employ from within the local community wherever possible. These positions could be full time or part time. The overall size of the West Auckland Kura will necessitate additional office personnel to that currently at SAMS or MHMS.

Members of the local community could also be used on a volunteer basis to support teachers and the Community Liaison Manager where appropriate. Using parents, families and whānau to support each Villa to operate effectively is a practical means of engaging with them and offering them opportunities to participate in Villa life. It can also provide for 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) SUBCONTRACT ARRANGEMENTS (IF APPLICABLE).

Sub contracting arrangements will exist for the delivery of specialist services such as music teachers and sports coaches. 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. Where economies of scale exist through the sub-contracting of one organization to deliver to more than one campus the Business Manager will co-ordinate and manage the arrangements.

**QUESTION 24: DESCRIBE YOUR PROPOSED METHODS OR STRUCTURES TO ENSURE TEACHER, PARENT, FAMILY/WHĀNAU AND STUDENT INPUT TO DECISIONS THAT AFFECT THE SCHOOL.**

We will establish a Community Forum comprising:



- The Principal and/or Villa Academic Managers
- Community Liaison Manager.
- Office Manager.
- Up to four parent representatives
- Up to two student leaders from Year 10.

The purpose of the forum is to

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

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. All Forums will be required to briefly report to the Academic and Business Manager after each meeting. These reports will be functional rather than comprehensive. Their purpose will be to indicate highlights, concerns or any future actions. They will be based on a template.

The Principal will report to the Forum on curriculum and on key outcomes and progress made in the Villa. 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.

#### QUESTION 25: PROVIDE TWO DETAILED IMPLEMENTATION PLANS COVERING:

We have assumed a July 1 start for the purposes of this proposal. We have all the necessary systems and processes in place to begin the establishment of the new Villas as soon as approval to do is given. We have already begun to do much of the initial planning and consulting. Through the

establishment of both SAMS and MHMS we are cognisant of what is required and what the potential issues may be.

#### A) THE PERIOD FROM GAINING APPROVAL TO THE OPENING OF THE SCHOOL.

This plan is provided in Appendix 1.

#### B) THE PERIOD FROM THE OPENING OF THE SCHOOL TO THE END OF THE FIRST YEAR.

This plan is provided in Appendix 2.

### QUESTION 26: COMPLETE THE TEMPLATES IN THE ATTACHED MS EXCEL WORKBOOK WITH YOUR PROPOSED FINANCIAL FORECASTS. .

The workbook titled RFA PSKH Budget template has been completed. The following are the assumptions on which these have been developed.

- It is assumed that funding will be paid quarterly.
- 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.
- A contingency fund will be created and a percentage of any surplus transferred each year.

### QUESTION 27: DETAIL THE AMOUNT AND TERMS OF ANY FUNDING (ADDITIONAL TO FUNDING TO BE PROVIDED BY THE CROWN) THAT IS TO BE PROVIDED TO THE SCHOOL.

#### A) WHAT YOU PROPOSE THIS FUNDING WILL BE USED TO PROVIDE

We are confident we can effectively operate the proposed Kura within the Crown funding indicated. This includes providing our learners 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. This will enable us to further extend and enrich the learning programmes we can offer. There are a myriad 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. At MHMS the local area becomes the school in the afternoons. Through proper use of resources such as sports facilities,

parks and libraries as well as the Internet the students of MHMS (and by extension any other VET learners) learn in an environment without walls. Providing access to community based resources is a significant way in which the community can support the Kura.

#### B) THE RELATIONSHIP BETWEEN THE SCHOOL AND THE FUNDER.

The relationship will depend on the nature of the support provided. In some instances, they will be educational partnerships where we 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 the Kura receive benefit. This could include, for example, our learners donating time to an organisation in recognition of the use of their facilities.

#### QUESTION 28: OUTLINE YOUR PROPOSED:

#### A) FINANCIAL MANAGEMENT AND INTERNAL ACCOUNTING PROCEDURES FOR THE SCHOOL, INCLUDING CONTROLS THAT WILL BE PUT IN PLACE TO ENSURE APPROPRIATE FISCAL ACCOUNTABILITY

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. Either the Office Manager or Principal will need to authorise any expenditure.

There will be a limit on the amount that can be authorised for expenditure at a school level. Beyond that approval will be needed from the Business Manager. In most instances any expenditure will be for general day-day purposes. There will be centralised purchasing across all VET schools to ensure economies of scale.

The Board does not currently use any common industry standards but during the establishment of the Kura will work with our accountants to ensure we meet Ministry requirements in all areas.

A letter has been appended from the MHMS accountants as demonstration of our capability in this area (Appendix 16).

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

The accounts for all VET schools will be managed and reported on by the Villa Education Trust accountants – DFK Carlton. They will conduct annual audits as required and furnish annual reports to the Trust Board through the Business Manager.

The Trust Board will report to the Minister against all required targets and standards.

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C) TYPES AND LEVELS OF INSURANCE THAT YOU PROPOSE TO OPERATE THE SCHOOL.

A summary of the cover currently held for MHMS is appended (Appendix 17). We propose similar policies for WAMS.

This policy includes all standard liability and building insurances.

QUESTION 29: OUTLINE YOUR PROPOSED FACILITIES

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A) THE TYPE OF PROPERTY ARRANGEMENT AND THE TERMS OF THE TENANCY (IF APPLICABLE)

We have not yet confirmed a site for the Kura. However, we envisage similar tenancy arrangements to those operating for SAMS.

B) HOW THIS SITE WOULD BE A SUITABLE FACILITY FOR THE PROPOSED SCHOOL, INCLUDING ANY PLANS TO RENOVATE

Not applicable

C) IF A SITE HAS NOT BEEN IDENTIFIED, YOUR PRESENT OPTIONS FOR THE SCHOOL SITE, INCLUDING A TIMETABLE FOR IDENTIFYING AND ACQUIRING OR LEASING A FACILITY

Our real estate broker assures us there are a number of options that meet our criteria. Our experience in setting up MHMS and, more recently, SAMS means we know what needs to be done. We are confident we can locate, assess and renovate suitable buildings within the time frames.

D) YOUR FINANCING PLANS FOR ACQUISITION AND RENOVATION OF A FACILITY

We are confident we can achieve this within the budget provided as a Partnership Kura.

E) DESCRIBE PLANS FOR EXPANDING SCHOOL FACILITIES MATCHING YOUR PROJECTED ROLL NUMBERS, INCLUDING HOW YOU WILL ATTRACT ADDITIONAL STAFF AND ACQUIRE OTHER RESOURCES NEEDED TO SERVE A LARGER STUDENT BODY.

The proposed Kura will be established ready to cater for 240 students. Our expectation, based on SAMS is that the school roll will be met relatively quickly. The only consideration may be additional staff but we are confident we will be able to find suitable personnel as required.

QUESTION 30: EXPLAIN YOUR PROPOSED STRATEGIES FOR ASSET MANAGEMENT AND MAINTENANCE OF YOUR PROPOSED FACILITY, INCLUDING ASSURANCE PROCESSES THAT ENSURE APPLICABLE CODES AND STANDARDS ARE MAINTAINED FOR THE TERM OF THE AGREEMENT.

The MHMS Property Management Policy is appended (Appendix 18). This outlines our processes for ensuring that all buildings meet the relevant compliance codes and that they are maintained to a high standard.

The Business Manager, working with the Office Manager, will be responsible for maintaining all necessary records, ensuring relevant inspections are undertaken as required and that all buildings and grounds are safe.

All relevant information and records will be kept in a centralised location.

## 8. OPERATIONS PLAN

QUESTION 31: EXPLAIN HOW THE SCHOOL WILL:

A) ACHIEVE THE ENROLMENT TARGET YOU HAVE PROJECTED IN Q2.(V);

We are conscious of the need to ensure there is equitable access to Partnership Kuras for all students in the local area and its immediate environs. We are also cognisant of the need for the Kura to be representative of the local community. We, ideally, want a diverse range of learners with different interests, needs and backgrounds.

To achieve this, it will be important that we are visible across the local community in 2014, that we are available to those who are interested in learning more about the Kura and what we offer and that we ensure our messages reach a wide audience. By being accessible to the whole community, by demonstrating our desire to work in partnership with them and by clearly enunciating the benefits for their children of attending our Kura we will be able to attract the desired number and range of learners. We need to ensure that, while we are in the community, we follow the principle of *titiro, 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*)<sup>11</sup>.

While we have never needed to advertise at MHMS, we are fully cognisant of the fact that this community may be less educationally aware and have more questions regarding our model. We are

<sup>11</sup> These principles have been drawn from the work of Linda Smith and kaupapa Māori research practices.

also aware they may be more reluctant to engage initially. 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. Extensive networking and the use of contacts already made through education, sport and other activities will be used to develop relationships across the community.

We will utilise a range of communication means including print, electronic and face-to-face. These are described briefly below. They will be refined with the support of the Community Liaison Managers and as we learn more about the local communities.

1. The Villa Education Trust will develop a Kura website. This will contain information about the educational model, the establishment of the Kura, how to apply and who to contact for further information.
2. Through the relationships we have, and are, developing with the local community we will undertake a round of consultation and information evenings during Term 4 of 2014. We envisage these being held in venues (e.g. local church halls, sports clubs) and at times that are conducive to attendance. We will provide appropriate refreshments. The evenings will be attended by the Academic Advisor and the Business Manager for the Villa Education Trust (Alwyn and Karen Poole), community leaders and our Community Liaison Manager<sup>12</sup> once appointed.
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.

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B) BE PUBLICISED THROUGHOUT THE COMMUNITY, INCLUDING ANY SPECIFIC OUTREACH ACTIVITIES OR SIMILAR;

Our Community Liaison Manager will be central to our outreach to the community. S/he will be responsible for ensuring the Kura has a “face” in the community, someone who is readily accessible to them. S/he will be proactive in their approach; waiting for the community to come to them will

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<sup>12</sup> For further details on these roles please refer to the job descriptions in the appendices.

not work. A key role of the Principal will also be to engage with the community, to be the academic face of the Kura. This would include media interviews and other marketing activities.

We do not see the initial promotional activities undertaken in 2014 ceasing once the Kura is established. We will continue to use a range of methods to publicise the Kura and to promote the achievements of our learners. These will include the Trust and Kura websites, 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 strategies and plans developed in 2014 will continue to be reviewed and amended where necessary and as new opportunities become apparent.

Our learners 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 Kura. The best publicity we can have is highly confident, connected and well behaved learners out in the community.

#### TARGET PARENTS/FAMILY/WHĀNAU WHO MAY NOT BE ENGAGED IN THEIR CHILD'S LEARNING

We are also aware of the potential for only those families who are already engaged in their children's learning to approach us. Targeting these families will be a key function of the Community Liaison Manager. S/he 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*. We will actively support such families 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.

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

#### IDENTIFY AND DEVELOP RELATIONSHIPS WITH COMMUNITY ORGANISATIONS THAT CAN ASSIST IN MARKETING WITH PARENTS/FAMILY/WHĀNAU

We anticipate that the Community Advisors to the Trust Board will provide us with valuable guidance and support as we develop a presence in the local community, gain their trust and work towards the development of productive educational partnerships.

The Community Liaison Manager and the Principal 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.

IF PROPOSING TO CONVERT AN EXISTING SCHOOL, THE NATURE AND MEDIUM TO ADVISE THE COMMUNITY OF THE PROPOSED CONVERSION.

Not applicable.

**QUESTION 32: OUTLINE YOUR ENROLMENT POLICY AND DESCRIBE YOUR PROPOSED TIMELINE FOR ENROLLING STUDENTS FOR THE 2015 SCHOOL YEAR.**

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 accept up to 60 students per year group. Bearing in mind the requirement that we do not select learners based on backgrounds, abilities or interests the following are the broad guidelines of our intended enrolment policy:

- We will prioritise students from the local community to ensure we are reaching the target priority learners. International students and students from outside the local community 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 local community to raise the profile of the Kura and increase interest amongst the community. We will monitor applications as part of our on-going review of our engagement with the local 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 places in our Villas. It is anticipated that this date will be September 1<sup>st</sup> of each year. 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 the 2015 school year we will operate a two-tier enrolment process. Initial applications will close on October 1<sup>st</sup> 2014. If applications have not reached maximum enrolment numbers we will extend the closing date to November 1<sup>st</sup> 2014. 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.

**QUESTION 33: OUTLINE THE SUSPENSION, EXPULSION AND OTHER DISCIPLINARY POLICIES AND PROCEDURES OF THE PROPOSED SCHOOL, AND THE CRITERIA FOR MAKING DECISIONS ON SUCH MATTERS**

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 MHMS policy on suspension. The underlying principle is that suspension and expulsion should be the last resort and only occur 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 Villa Principal is satisfied that the student is ready to return to the classroom.

The Community Liaison Manager and/or Principal will become involved if there is concern that a learner'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.

The current guidelines for suspending students as stated in the MHMS policy on suspension are:

1. The Villa 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 final decision-making.
5. The Principal 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.

**QUESTION 34: LIST IN A TABLE THE NAMES AND QUALIFICATIONS OF PERSONS WHO WILL HOLD KEY LEADERSHIP ROLES IN THE SCHOOL. PROVIDE CVS (OR POSITION DESCRIPTIONS FOR POSITIONS WHICH WILL NEED TO BE RECRUITED) AS AN APPENDIX TO YOUR APPLICATION.**

Brief curriculum vitae for the Academic Advisor and Business Manager have been appended (Appendix 15). Position descriptions for other senior roles have also been appended (Appendix 14). The following table summarises the qualifications required for the key leadership roles in the Villas.

| Leadership Role           | Qualifications  |
|---------------------------|---|
| Principal                 | <ul style="list-style-type: none"> <li>• Experienced school leader (Deputy Principal, Principal or similar)</li> <li>• Post graduate study in a relevant area.</li> <li>• Knowledge of recent research.</li> <li>• Commitment to the Villa educational model and philosophies.</li> <li>• Commitment to raising achievement for priority learners.</li> <li>• Commitment to on-going professional learning and personal growth.</li> </ul>  |
| Villa Academic Managers   | <ul style="list-style-type: none"> <li>• Registered teacher.</li> <li>• Experienced teachers with leadership experience.</li> <li>• Post graduate study in a relevant area.</li> <li>• Knowledge of recent research.</li> <li>• Commitment to the Villa educational model and philosophies.</li> <li>• Commitment to raising achievement for priority learners.</li> <li>• Commitment to on-going professional learning and personal growth.</li> </ul>   |
| Community Liaison Manager | <ul style="list-style-type: none"> <li>• Commitment to the Villa educational model and philosophies.</li> <li>• Knowledge of the local community and the cultures represented within it.</li> <li>• Already established networks with local organisations and agencies.</li> <li>• Commitment to the economic and social well being of children.</li> <li>• Understanding of the importance of education and life-long learning.</li> <li>• Strong interpersonal skills.</li> <li>• Excellent communication skills – both oral and written.</li> <li>• Knowledge of the language of at least one of the priority groups.</li> </ul> |
| Office Managers           | <ul style="list-style-type: none"> <li>• Commitment to the Villa educational model and philosophies.</li> <li>• High level of computer skills using the Office Suite.</li> <li>• Strong interpersonal skills and able to develop positive relationships across the Villa community.</li> <li>• Professional manner and appearance.</li> <li>• Willing to take responsibility and show initiative.</li> </ul>  |

**QUESTION 35: OUTLINE THE PROCESS THAT WILL BE USED IN THE RECRUITMENT OF TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL STAFF.**

A detailed individual employment agreement and employment policies and procedures are in place for MHMS. 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.

**QUESTION 36: DETAIL THE PROFESSIONAL BACKGROUNDS, DEPTH OF EXPERIENCE AND PERSONAL QUALITIES THAT YOU WILL SEEK IN TEACHERS AND OTHER SCHOOL STAFF.**

All staff employed by the 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 Villa Education Trust. 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 the Kura in raising achievement for priority learners. We will employ teachers whose philosophies and values align with the Christian principles on which the Villa 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 Villa Academic Managers, including the Principal, are also expected to teach and as such can act as mentors and guides for less experienced staff. The appointment of an Office Manager and the role of Business Manager ensure that the Villa Academic Managers have time to provide the necessary professional and academic leadership in their Villas. They also have time to develop relationships with the learners 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 priority learners and the communities within which the Villas are established.
- 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.

QUESTION 37: OUTLINE THE PROCESSES THAT WILL BE USED TO ACHIEVE THE DESIRED QUALITY OF STAFF AND CONTROLS YOU WILL APPLY TO ENSURE THAT BACKGROUND CHECKS, INCLUDING POLICE VETTING, ARE CONDUCTED ON ALL SCHOOL PERSONNEL, INCLUDING VOLUNTEERS AND CONTRACTORS, PRIOR TO THE BEGINNING OF THEIR EMPLOYMENT OR SERVICE.

Before employing all staff we will undertake extensive interviews and rigorous reference checks. All application and interview material will be securely filed and records kept to ensure all processes have been followed. We had over 120 applicants for the positions at SAMS; enabling us to be highly selective. We see no reason to assume that we will be in a similar position when employing for the new Kura.

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. The statement we adhere to for the vetting of non-registered staff is appended (Appendix 20). This has been taken from the relevant guidelines.

QUESTION 38: OUTLINE YOUR PROPOSED KEY POLICIES REGARDING SALARIES, CONTRACTS, HIRING AND DISMISSAL, EVALUATION OF STAFF, BENEFIT PLANS, AND OTHER MATTERS RELATED TO STAFFING.

The MHMS 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, examples of which are appended.

Some key points include:

- **Contracts** - Individual employment contracts will be negotiated with the Trust Board through the Executive Principal and Business Manager.
- **Remuneration** - In general terms staff will be paid above the award. Factors considered when determining appropriate remuneration levels will include responsibilities within the Villa, contact time, qualifications and experience.
- **Hiring** - The appointments policy (Appendix 19) 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 21) describes the rationale and guidelines for staff appraisal.

**QUESTION 39: OUTLINE HOW YOUR APPROACH TO TEACHER ASSESSMENT AND APPRAISAL WILL CONTRIBUTE TO A CULTURE OF CONTINUOUS DEVELOPMENT WITHIN THE SCHOOL.**

The MHMS staff appraisal and development plan is appended (Appendix 22). The areas 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.

- The Villa Academic Managers will be responsible for appraising all professional staff. They will be appraised by the Principal.
- The Principal and Community Liaison Manager will be appraised by the Academic Advisor.
- The Office Manager will be appraised by the Business Manager

**QUESTION 40: IF YOU PROPOSE TO USE VOLUNTEERS AND/OR CONTRACTORS, OUTLINE:**

**THE ROLES (WHERE NOT DISCLOSED IN SECTION 10(V) OF THIS FORM)**

Contractors will be used to deliver portions of the afternoon programmes where specialist skills, knowledge and resources will significantly enrich the learning opportunities provided. Music and physical education are two key areas. Others will include cultural activities, dance and drama.

Volunteers will be used within the Villas 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 *Te Reo Māori* or Pasifika languages in an authentic context, learning about other cultures or the local history. Volunteers could also be used to teach art, dance or drama related to a particular culture. They may be experts in a particular technology. Our Community Liaison Managers will work to develop a database of “talent” that is available to their Villa.

**HOW THEY WILL BE IDENTIFIED, VETTED AND TRAINED**

Volunteers and contractors will be identified through our community and other networks. Contractors already supporting MHMS may be asked to extend their services. As indicated above all those who will have unsupervised contact with learners 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. Appendix 20 contains the guidelines we follow with regard to vetting non-registered teachers.

**QUESTION 41: OUTLINE HOW THE SCHOOL PROPOSES TO MEET AND MAINTAIN THE REQUIRED HEALTH AND SAFETY STANDARDS.**

The MHMS 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 through 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 MHMS 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.

Our proposed actions to ensure the safety of all staff and students include the following:

- All policies and procedures related to the safety of staff and students will be regularly reviewed and amended if necessary
- The Business Manager will ensure that all buildings meet the necessary building codes and that any renovations have been approved.
- Regular earthquake and fire drills will occur.
- Safety inspections will be undertaken as necessary of the buildings and their installations (e.g. fire alarms and extinguishers).
- All professional staff will be informed of the relevant procedures.
- There will be at least one member of the staff who is qualified in first aid.
- Records will be kept of all incidences in an appropriate register.
- Student health and medication registers will be kept up to date.
- Hard copies of staff and student contact and other details will be kept in more than one location to ensure access at all times.
- Visitors to the Kura will report to reception. If they are using the *whānau* room they will sign in.

## ACCEPTANCE OF DRAFT AGREEMENT

We accept the Draft Agreement attached as Schedule 1 to the RFA.

## ASSUMPTIONS, RISKS AND CAVEATS

Please complete the table listing all of the assumptions, risks and caveats made throughout your proposal.

| Reference | Type<br>(A / R / C) | Subject              | Comment  |
|-----------|---------------------|----------------------|--|
| 1         | A                   | Financial            | Financial assumptions are included in the relevant section of this proposal  |
| 2         | R                   | Location             | There is a very slight risk that we will not be able to find a suitable location for WAMS within the time frames agreed.<br><br>Our experience at SAMS and initial search suggests this is highly unlikely.  |
| 3         | R                   | Students             | There is a risk that we may not be able to get sufficient students for our four villas.<br><br>Our experience at SAMS again suggests this is very unlikely. Should this occur we would adapt the Villa model to maximize the learner experiences until we had sufficient students for four Villas. |
| 4         | C                   | Terms and conditions | This proposal has been developed based on the information currently available regarding funding and timelines.<br><br>Significant changes to either could require us to adapt some of our planning.  |
| 5         | R                   | Staffing             | There is a risk that we may not be able to get the quality of staff necessary.<br><br>The number of applicants for South Auckland Middle School suggest this will not be an issue.   |

### APPLICANT DECLARATION

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

| Topic                              | Requirement   | Applicant's declaration |
|------------------------------------|---|-------------------------|
| RFA response:                      | The Applicant has prepared this application independently to operate a Partnership Kura.  | agree                   |
| RFA terms:                         | The Applicant has read and fully understands this RFA, and the RFA terms in Part Three of this RFA, and agrees to be bound by them.   | agree                   |
| Collection of further information: | <p>The Applicant authorises the evaluators to:</p> <p>collect any information about the Applicant, from any relevant third party, including a referee, or previous or existing client</p> <p>to use such information in the evaluation of the Applicant's Application.</p>  | agree                   |
| Objectives and Requirements:       | <p>The Applicant has read and fully understands the nature and extent of what is required by the Ministry and the Minister as described in parts one and two of this RFA.</p> <p>The Applicant has the necessary capacity and capability to fully meet or exceed the deliverables in the operation of a Partnership Kura and will be available to operate their Partnership Kura throughout the proposed contract period.</p> | agree                   |
| Contract terms and                 | The Applicant has read and fully understands and accepts the Agreement terms and conditions as  | agree                   |



|                        |   |       |
|------------------------|---|-------|
| conditions:            | stated in the proposed conditions of contract or has completed the table of proposed contract derogations in the form set out in paragraph 8 of this Part Three of the RFA. If successful, the Applicant agrees to sign a contract based on these terms and conditions.   |       |
| Conflict of interest:  | The Applicant warrants that it has no actual, potential or perceived conflict of interest in submitting this Application, or entering into a contract to operate a Partnership Kura. Where a conflict of interest arises during the RFA process the Applicant will report it immediately to the Contact Person.   | agree |
| Ethics:                | <p>The Applicant warrants that in submitting this Application it has not:</p> <p>entered into any improper, illegal, collusive or anti-competitive arrangements with any competitor</p> <p>directly or indirectly, approached any representative of the Minister, Ministry or the Board to lobby or solicit information in relation to the RFA (except where allowed for during the Clarification period).</p> <p>has not attempted to influence, or provide any form of personal inducement, reward or benefit to any representative of the Minister, Ministry or the Board.</p> | agree |
| Offer validity period: | The Applicant confirms that this Application remains open for acceptance for a period of 180 days from the Closing Date.  | agree |
| Applicant interview    | The Applicant acknowledges that if requested, the Applicant will be available to attend an interview in Wellington at a location to be determined by the Board over a one week period, with time slots  | agree |

|   |  |       |
|---|--|-------|
|   | given on a first-in first-served basis.  |       |
| Publication of Application details  | The Applicant accepts that, due to public interest associated to this Application process, it is intended that the submitted application will be made publicly available on the Ministry of Education website, subject to any deletions that would be justified if the information had been requested under the Official Information Act 1982.   | agree |
| Declaration:  | <p>The Applicant declares that in preparing this Application it:</p> <p>has provided complete and accurate information in all parts of the Application, in all material respects</p> <p>has secured all appropriate authorisations to submit this Application and is not aware of any impediments to its ability to enter into a formal contract to deliver the outcomes.</p> <p>The Applicant understands that should it be successful in being awarded a contract with the Crown then the falsification of information, supplying misleading information or the suppression of material information in relation to this RFA will be grounds for termination of the contract.</p> | agree |
| <b>DECLARATION</b> <p>This Application has been approved, and is signed by, a representative of the Applicant who has the authority to do so. This representative is named below.</p> <p>This representative declares that the particulars provided above and in the attached Application documents are accurate, true and correct.</p> |  |       |
| Signature:  |  |       |

VILLA EDUCATION TRUST

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|                   |                  |
|-------------------|------------------|
| Full name:        | Karen Poole      |
| Title / position: | Business Manager |
| Date:             | 10 March 2014    |

### APPLICANT CHECK LIST

The checklist is included for your reference only.

| Action Required   |  | Done |
|---|--|------|
| 1. Submit the Intent to Respond Notification (refer separate document) to <a href="mailto:partnership.schools@minedu.govt.nz">partnership.schools@minedu.govt.nz</a> by 5:00 PM Wednesday 22 January 2014 |  |      |
| 2. Submit all questions requiring clarification (if required) by 5:00pm, Wednesday 26 February 2014   |  |      |
| 3. Complete all required sections of the application.   |  |      |
| 4. Submit your CD Rom / memory stick and paper copies of the following documents by 12:00 (Noon) Wednesday 12th March 2014  |  |      |
|   | Nine paper copies of your Application in a Word format (with at least one copy unbound and/or stapled) |      |
|   | One paper copy of the Excel spreadsheet containing your commercial information/financial details       |      |
|   | One CD Rom or memory stick containing an electronic copy of all of the sections of your application    |      |



# Appendices to Proposal for West Auckland Middle School

Prepared for Ministry of Education

By Villa Education Trust

March, 2014

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## APPENDIX 1: IMPLEMENTATION PLAN THROUGH TO SCHOOL OPENING

|                  | Building   | Resources  | Staffing  | Enrolment  | Community  |
|------------------|--|--|---|--|--|
| <b>June</b>      |  |  |   |  |  |
| <b>July</b>      | Finalise lease of building, specify plan for alterations including grounds |  |   |  |  |
| <b>August</b>    |  | Create list of resources required and start sourcing   | Advertise for positions. Community Liaison Manager begins | Arrange enrolment documents and establish website                                  | Announce to community details of school  |
| <b>September</b> | Alterations and preparation of building                                    | Start sourcing furniture/IT suppliers and quotes, Finalise all orders and start purchasing, School setup | Short list and interview and finalise appointments.       |  | Displays and notices / public meetings Open Day at school for community. Community Liaison starts home visits and community groups and schools |
| <b>October</b>   |  |  |   | Send acceptance material. Continue to receive applications and provide information |  |
| <b>November</b>  | Finalise last details and building alterations all finished                | Final acquisitions for school  | Academic Manager, Office Manager employment begins        | Start to finalise roll for 2014  | As above   |
| <b>December</b>  |  |  |   |  |  |

## APPENDIX 2: IMPLEMENTATION PLAN THROUGH TO END OF FIRST YEAR

|                 | Building   | Resources  | Staffing   | Enrolment   | Community   |
|-----------------|--|--|--|---|---|
| <b>January</b>  | Ensuring all facilities working as expected                            |  | Academic leaders meeting<br>Staff employment begins<br>Teacher only days | Continue to fill spaces if available – ongoing till roll is complete. | Official Opening of school<br>Dawn Blessing                           |
| <b>February</b> |  |  | School commences   |   |   |
| <b>March</b>    | Undertake any additional alterations/additions once school operational | Assess any further resources needed and purchase - ongoing | Conduct preliminary staff appraisals                                     |   |   |
| <b>April</b>    |  |  |  | Applications for 2016 open  | Public meeting  |
| <b>May</b>      |  |  |  | Meet parents who enquire and provide information                      | Community Liaison starts home visits and community groups and schools |
| <b>June</b>     |  |  |  |   |   |
| <b>July</b>     |  |  |  |   |   |
| <b>August</b>   |  |  |  |   |   |



|                  |  |  |   |                                     |  |
|------------------|--|--|---|-------------------------------------|--|
| <b>September</b> |  |  | Advertise for additional staff for 2016 if required | Applications for 2016 round 1 close |  |
| <b>October</b>   |  |  |   |                                     |  |
| <b>November</b>  |  |  |   | Round 2 closes if necessary         |  |
| <b>December</b>  |  |  | Staffing confirmed for 2016                         | Roll complete for 2016              |  |

## APPENDIX 3: VILLA EDUCATION TRUST CURRICULUM

### MT HOBSON SCHOOL CURRICULUM POLICY – NO 101

#### Rationale

According to National Administration Guideline No 1 the needs of individual students are at the centre of all teaching, learning and assessing.

At Mt. Hobson Middle School students are encouraged to acquire the knowledge, skills and understanding of the national curriculum statements as well as with attitudes.

The Curriculum is to be delivered in accordance with the National Education Guidelines.

#### Purpose

The purpose of the curriculum delivery policy is to foster the achievement of all students attending Mt. Hobson Middle School.

#### Guidelines

1. The Mt. Hobson Middle School Curriculum Plan outlines the implementation of the National Curriculum Statements which define the learning philosophies, principles, aims, attitudes and achievement objectives together with the Essential Learning skills.
2. A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students as well as the provision of Individual Education Plans.
3. Student progress will be monitored and recorded against the National Achievement Objectives using a range of planned assessment procedures. These procedures are to be integrated into the teaching and learning programmes.
4. Mt. Hobson Middle School will identify issues which cause barriers to students' learning and it will seek to implement appropriate strategies to address these.
5. Equal educational opportunities will be provided to all groups of learners and for individuals.
6. Mt. Hobson Middle School recognises the need to consider the implications of the Treaty of Waitangi and to foster the requirements set out in the Treaty.
7. Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage.
8. The Curriculum Plan for all eight Essential Learning areas will reflect the special nature of our community.
9. A self review programme will maintain the requirements laid out in this policy and the requirements of the Learning Areas.
10. This school recognizes the value of parents as educators.
11. Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery.

Ratified by Board: \_\_\_\_\_  
\_\_\_\_\_

Signed for TRUST BOARD

Date

Reviewed: \_\_\_\_\_  
\_\_\_\_\_

Date

Signed for TRUST BOARD

## CURRICULUM STATEMENTS

The following information has been copied from the MHMS Curriculum Document.

### THE VISION OF THE NEW ZEALAND CURRICULUM

The NZ Curriculum vision is for young people:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Maori and Pakeha recognize each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives; and
- who will be confident, connected, actively involved, and lifelong learners.

To summarise: that students would become

- Confident
- Lifelong learners
- Connected
- Actively involved

### THE PRINCIPLES OF THE NEW ZEALAND CURRICULUM

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision-making.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored. All curricula should be consistent with these eight statements:

**High expectations:** The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

**Treaty of Waitangi:** The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

**Cultural diversity:** The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

**Inclusion:** The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

**Learning to learn:** The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. This Curriculum Document supports the principles laid down in the New Zealand Curriculum document.

**Community engagement:** The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.

**Coherence:** The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

**Future focus:** The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

---

## THE NZ CURRICULUM AS APPLIED TO AN INTEGRATED CURRICULUM

The NZ Curriculum statements are the documents, which schools will use to ensure that teaching and learning programmes enable all students to meet the requirements of the New Zealand Curriculum.

### **Specification of current document(s):**

This learning programme has been specifically designed by Alwyn Poole and purchased by the Villa Education Trust and through that to Mt. Hobson Middle School. It is based on applying the Curriculum Statements for the 8 Learning Areas in the NZ Curriculum as they apply to students in Year 7 to 10. Throughout it takes into account the format of curriculum design from the New Zealand Curriculum.

### **Rationale for the programme:**

The overall aims of the curriculum are to:

Provide an excellent grounding in the content knowledge of the Learning Areas and outstanding development of the key competencies. This is to be done through excellent teaching and learning programmes designed to enhance the interests and strengths of students while addressing their weaknesses.

## APPENDIX 4: YEAR GROUP TIMETABLES

### Year 7 Timetable

|                      | Monday      | Tuesday        | Wednesday       | Thursday       | Friday         |
|----------------------|-------------|----------------|-----------------|----------------|----------------|
| <b>8:30 - 9:30</b>   | English     | Technology     | Technology      | Social Studies | Social Studies |
| <b>9:30 - 10:30</b>  | Maths       | Maths          | English         | Maths          | Technology     |
| <b>10:30 - 10:45</b> | Break       | Break          | Break           | Break          | Break          |
| <b>10:45 - 11:45</b> | Independent | Social Studies | Independent     | English        | Independent    |
| <b>11:45 - 11:50</b> | Break       | Break          | Break           | Break          | Break          |
| <b>11:50 - 12:50</b> | Science     | Independent    | Science         | Independent    | Science        |
| <b>12:50 - 1:30</b>  | Lunch       | Lunch          | Lunch           | Lunch          | Lunch          |
| <b>1:30 - 3:15</b>   | Art         | CS+            | PE/Health/Sport | CL             | Music          |

### Year 8 timetable

|                      | Monday      | Tuesday        | Wednesday       | Thursday       | Friday         |
|----------------------|-------------|----------------|-----------------|----------------|----------------|
| <b>8:30 - 9:30</b>   | Maths       | Maths          | English         | Maths          | Independent    |
| <b>9:30 - 10:30</b>  | English     | Technology     | Technology      | Social Studies | Social Studies |
| <b>10:30 - 10:45</b> | Break       | Break          | Break           | Break          | Break          |
| <b>10:45 - 11:45</b> | Science     | Independent    | Science         | Independent    | Science        |
| <b>11:45 - 11:50</b> | Break       | Break          | Break           | Break          | Break          |
| <b>11:50 - 12:50</b> | Independent | Social Studies | Independent     | English        | Technology     |
| <b>12:50 - 1:30</b>  | Lunch       | Lunch          | Lunch           | Lunch          | Lunch          |
| <b>1:30 - 3:15</b>   | Music       | Art            | PE/Health/Sport | CS+            | CL             |

### Year 9 timetable

|                      | Monday         | Tuesday     | Wednesday       | Thursday       | Friday      |
|----------------------|----------------|-------------|-----------------|----------------|-------------|
| <b>8:30 - 9:30</b>   | Independent    | English     | Independent     | English        | Technology  |
| <b>9:30 - 10:30</b>  | Science        | Independent | Science         | Independent    | Science     |
| <b>10:30 - 10:45</b> | Break          | Break       | Break           | Break          | Break       |
| <b>10:45 - 11:45</b> | Social Studies | Maths       | Technology      | Maths          | English     |
| <b>11:45 - 11:50</b> | Break          | Break       | Break           | Break          | Break       |
| <b>11:50 - 12:50</b> | Maths          | Technology  | Social Studies  | Social Studies | Independent |
| <b>12:50 - 1:30</b>  | Lunch          | Lunch       | Lunch           | Lunch          | Lunch       |
| <b>1:30 - 3:15</b>   | CL             | Music       | PE/Health/Sport | Art            | CS          |

### Year 10 timetable

|                      | Monday         | Tuesday     | Wednesday       | Thursday       | Friday      |
|----------------------|----------------|-------------|-----------------|----------------|-------------|
| <b>8:30 - 9:30</b>   | Science        | Independent | Science         | Independent    | Science     |
| <b>9:30 - 10:30</b>  | Independent    | English     | Independent     | English        | Independent |
| <b>10:30 - 10:45</b> | Break          | Break       | Break           | Break          | Break       |
| <b>10:45 - 11:45</b> | Maths          | Technology  | Social Studies  | Social Studies | Technology  |
| <b>11:45 - 11:50</b> | Break          | Break       | Break           | Break          | Break       |
| <b>11:50 - 12:50</b> | Social Studies | Maths       | Technology      | Maths          | English     |
| <b>12:50 - 1:30</b>  | Lunch          | Lunch       | Lunch           | Lunch          | Lunch       |
| <b>1:30 - 3:15</b>   | CS             | CL          | PE/Health/Sport | Music          | Art         |

### Mondays and Fridays amended times

The following is the timetable for Mondays and Fridays to allow for a Villa run as part of the weekly physical education programme

|               |              |
|---------------|--------------|
| 8:30 - 9:25   | Period 1     |
| 9:25 - 10:20  | Period 2     |
| 10:20 - 10:55 | PE & Break   |
| 10:55 - 11:50 | Period 3     |
| 11:50 - 11:55 | Break        |
| 12:00 - 12:50 | Period 4     |
| 12:50 - 1:30  | Lunch        |
| 1:30 - 3:15   | PM programme |

## APPENDIX 5: PROJECT INFORMATION

The following table is an overview of the integrated curriculum including the project topics and the curriculum areas they specifically relate to for MHMS in 2014.

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

The following image is an example of the planning that is developed for each of the above projects. There is one of these for each project (32 in total). The students receive a separate schedule for each project with clear instructions as to what is expected.

|   |  |  |                                       |
|---|--|--|---------------------------------------|
| <p>different times and places.</p> <p>How cultural interaction impacts on cultures and societies.</p> <p>How people move between places and how this has consequences for the people and the places.</p> <p>How economic decisions impact on people, communities and nations.</p> <p>How people's management of resources impacts on environmental and social sustainability.</p> <p>How the ideas and actions of people in the past have had a significant impact on people's lives.</p> <p>How people seek and have sought economic growth through business, enterprise and innovation.</p> <p>How people define and seek human rights.</p> |  | <p>Relating to others.</p> <p>Participating and contributing.</p>  |                                       |
| <p><b>Technology</b> Technological Practice - planning for practice, brief development, outcome development and evaluation.</p> <p>Technological Knowledge - modeling, products, system.</p>  |  | <p>Thinking</p> <p>Using language, symbols, and texts.</p> <p>Managing self.</p> <p>Relating to others.</p> <p>Participating and contributing.</p> | <p>Project</p> <p>Practical Tasks</p> |
| <p><b>Health and P.E.</b> Movement Concepts and Motor Skills.</p>   |  | <p>Thinking</p> <p>Using language, symbols, and texts.</p> <p>Managing self.</p> <p>Relating to others.</p> <p>Participating and contributing.</p> | <p>Project &amp; Practical Tasks</p>  |

**Notes:** This sheet is a guide for staff overseeing this group.

**Presentation:** How the project is presented is largely over to the student. It is expected to be of a high standard and contain creative and varied elements. The student must demonstrate a coverage of the LA strands as detailed above and should be guided as to how to take into account the assessment statements. Project diaries should be kept up to date.

chool

### Assessment

Project  
Test

Project  
Test

Project  
Test

Project  
Oral Contributions

Project  
Test

(mission)



REDACTED

REDACTED

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

10<sup>th</sup> March 2014

Dear Karen & Alwyn

It is with great pleasure and acknowledgment that I write in support of the good work that South Auckland Middle School is doing in Manurewa.

My son [REDACTED] s 9(2)(a) OIA attends Year 8 as a founding member of the first Partnership School in South Auckland. I came to hear of the school through the media, and paid attention to when the school would be opening. I recall being very quick to make contact with Villa Education Trust.

[REDACTED] s 9(2)(a) OIA attended a [REDACTED] s 9(2)(a) OIA where he went on to attend a [REDACTED] s 9(2)(a) OIA until the [REDACTED] s 9(2)(a) OIA. As a result of a change in my circumstances financially I made the conscious decision to look for good education that was free and wouldn't comprise my expectations for [REDACTED] s 9(2)(a) OIA. When I knew that the Partnership schools were being offered I researched what they may offer [REDACTED] s 9(2)(a) OIA. I had no hesitation with the enrolment once I did my due diligence on who Villa Education Trust was and the people behind the organisation. s 9(2)(a) OIA

I wanted to ensure that my son's education would be kept at the standard I have worked hard to find, and feel that I now reap the benefit of [REDACTED] s 9(2)(a) OIA enjoying the style of learning that is being taught. [REDACTED] s 9(2)(a) OIA as [REDACTED] s 9(2)(a) OIA commented that he enjoys the teaching environment that sees the work being done in the first half of the day, and the afternoon being spent on other subjects that offer a more creative outlet, be it sport for [REDACTED] s 9(2)(a) OIA however he is currently enjoying art and drama. s 9(2)(a) OIA

For Me S.A.M.S is offering a different education for [REDACTED] s 9(2)(a) OIA that I haven't been able to find. When I say different I don't mean the curriculum, I'm referring to the style and the method for which it is delivered by Karen and Alwyn Poole and the wonderfully Support Teachers and Community Liaison officer within that environment. s 9(2)(a) OIA

I have had three other families enrol and join South Auckland Middle School as a result of my sharing with them. I think that Partnership schools can be of great value to the community if people don't have any misconceived theories.

I am in great support of the Administration that takes care of my son and all the other children at S.A.M.S, with them presenting a high expectation to learn, to have pride in their appearance and their and the schools property, but in an empathetic way.

Yours sincerely

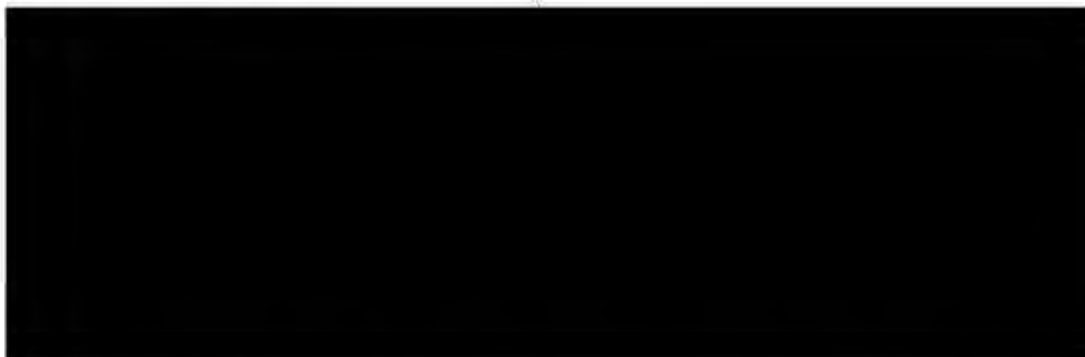
[REDACTED] s 9(2)(a) OIA

27 March 2013

Reference for Mt Hobson Middle School

To whom it may concern

s 9(2)(a) OIA



Above all this school is family focused providing a nurturing respectful environment that provides the students with open relationships with the teachers and students. This sets up strong bonds and a sense of belong, warmth and happiness that encourages learning.

Community interaction is an important aspect of the school. Mentors from all spheres of the community are brought in regularly to provide these children with a variety of values gamished from a wealth of knowledge and experience. The children also take part in regular environmental cleanup exercises instilling the importance of giving something back into the community to provide a wider sense of ownership and belonging.

This school acknowledges that each student is different and have different strengths and weaknesses and therefore work to meet each individual needs. Every child is encouraged to actively participate in all aspects of school activities in order to get the benefits of belonging and teamwork through interaction.

The school provides a strong education value using an holistic approach to learning and the methods and approaches needed to be successful in all aspects of life. Parent involvement is seen as critical in the process of developing students values, work habits and time management skills for later in life. At this young and influential age these children gain skills and work ethics that set them up to continue to flourish in what ever pursuit they choose to take later on in life.

Yours Faithfully



s 9(2)(a) OIA

## APPENDIX 8: ACADEMIC RESULTS FROM MHMS

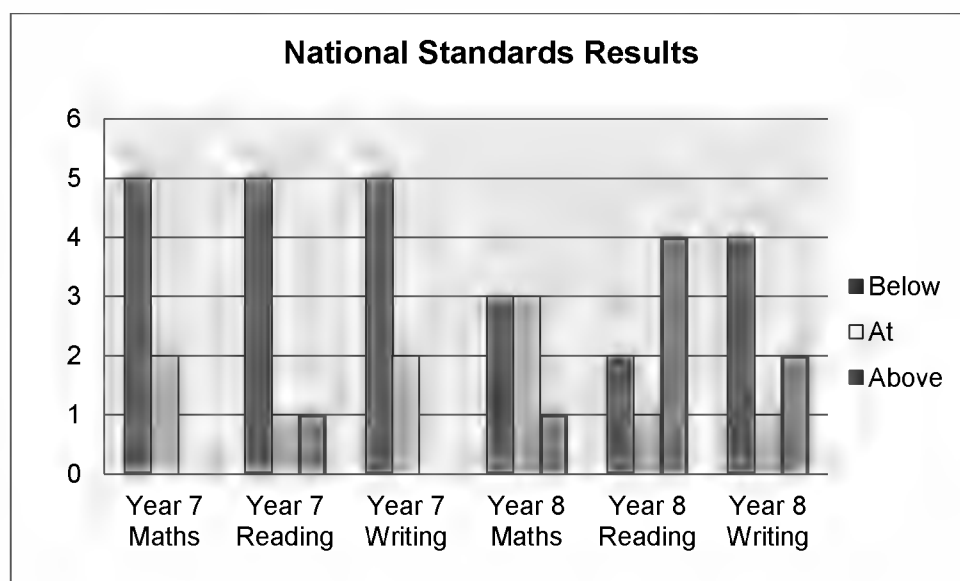
This following is a sample of evidence collected regarding academic achievement at MHMS. It includes evidence over time and 2012 results.

### VALUE ADDED OVER TIME

The results of eight students for whom we have comparable measures across Years 7, 8 and 9 have been analysed to show.

- the shifts we have achieved for these learners
- the extent to which many learners have entered MHMS below the expected standards.

Table 1 displays the number of students below, at or above National Standards for mathematics, reading and writing. For each subject area there are fewer students below National Standards in Year 8 compared with Year 7.



PAT results for these students showed average increases of 1 stanine for mathematics and 2 stanines for reading comprehension reading vocabulary from Year 7 to Year 9.

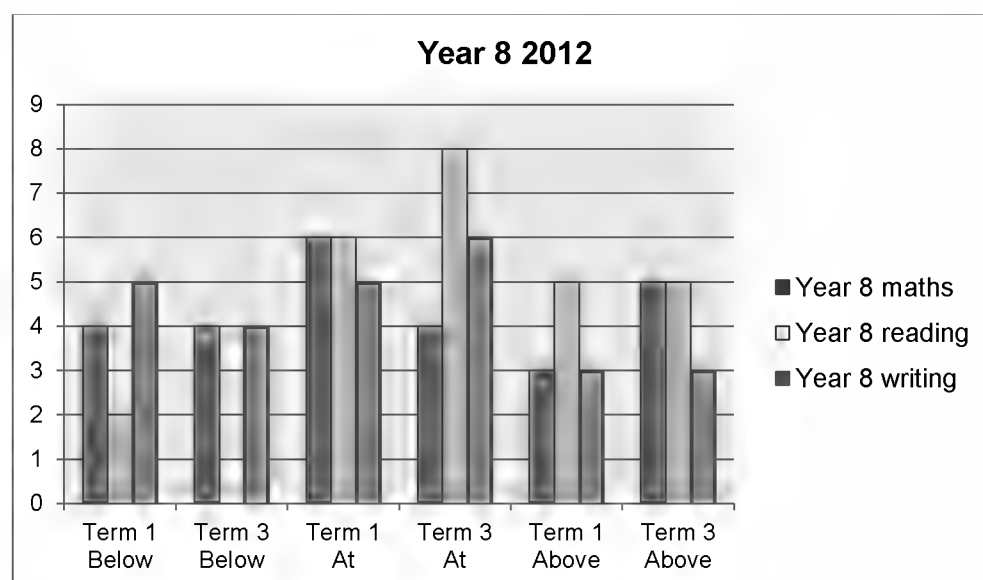
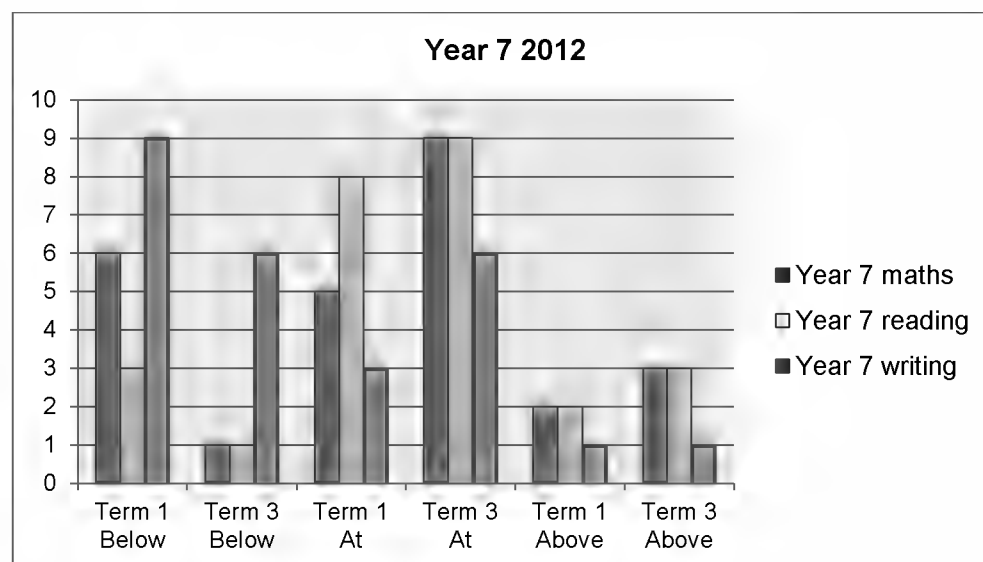
The following table presents the stanine increase by PAT for each student.

|                         | A | B | C   | D  | E | F   | G  | H |
|-------------------------|---|---|-----|----|---|-----|----|---|
| Mathematics             | 2 | 2 | 1.5 | 0  | 1 | 0   | 0  | 2 |
| Reading Comprehension   | 3 | 3 | 0   | 1  | 1 | -1  | 2  | 5 |
| Reading Vocabulary      | 2 | 2 | 1   | 1  | 2 | 1.5 | 1  | 2 |
| Listening Comprehension | 1 | 0 | 0.5 | -1 | 1 | na  | na | 1 |

## 2012 REPORT AGAINST NAG 2A

The following information is taken from the 2012 report written by the Academic Manager for the Villa Education Trust and depicts National Standards reporting.

The following tables and graphs clearly show the extent to which students at MHMS improved against National Standards in 2012. They show the number of students *below*, *at* or *above* the standard in Term 1 and again in Term 3.







REDACTED

## APPENDIX 10: MT HOBSON MIDDLE SCHOOL ASSESSMENT POLICY - NO 102

### Rationale

To provide a consistency within Mt. Hobson Middle School's charter which articulates the National Education Guidelines.

Assessment is an integral part of the curriculum delivery programme, which provides clear learning outcomes against which a student's progress can be measured.

### Purposes

- To obtain useful, ongoing information to assist teachers to review progress.
- To enable teachers to further plan and review progress.
- To provide a basis for reporting to parents/caregivers about children's learning and development.
- To provide information for school review.
- To provide data profiling student achievement and learning barriers.

### Guidelines

1. The learner is the focus of assessment. Pupils will, as far as is practicable, be involved in the evaluation of their own learning.
2. A variety of data collection methods are used gained from a wide range of sources including:
  - a. running records cumulative records
  - b. assessment tasks
  - c. portfolios
  - d. observations
  - e. conferencing
  - f. testing
  - g. anecdotal notes
  - h. IPB, special programmes
  - i. self assessment
  - j. parental discussion
  - k. peer assessment
3. Assessment will cover skills, attitudes and values in relation to gender, culture, background and experience of students and their knowledge.
4. Informing of parents/caregivers of student progress formally twice per year and at other times where appropriate.
5. Planning for assessment will be an integral part of the teaching and learning programme.
6. Each project issued will contain an assessment statement.
7. Appropriate staff training will be made available where necessary.
8. The IPB document will be issued at the end of Term 1 and Term 3.

Ratified by Board: \_\_\_\_\_ Signed for TRUST BOARD

\_\_\_\_\_ Date

Reviewed: \_\_\_\_\_ Date

\_\_\_\_\_ Signed for TRUST BOARD



## APPENDIX 11: OUTLINE OF THE 2015 YEAR.

| Term        | Week   | Curriculum Delivery   | Assessment/reporting  | Professional activities  | Community engagement /special events   |
|-------------|--------|---|---|--|--|
| End of Jan. |        |   |   | <ul style="list-style-type: none"> <li>Teacher only day(s)</li> <li>Academic Leaders meeting</li> </ul>        | <ul style="list-style-type: none"> <li>Karakia whati (dawn blessing)</li> <li>Opening ceremonies</li> </ul>            |
| 1           | 1 - 5  | <ul style="list-style-type: none"> <li>Project 1</li> <li>Learning areas Block 1</li> </ul> | <ul style="list-style-type: none"> <li>PATs</li> <li>Project 1 marking</li> <li>Learning area tests</li> </ul>  | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> </ul>                                   | <ul style="list-style-type: none"> <li>Parent year group meetings</li> </ul>   |
|             | 6 - 10 | <ul style="list-style-type: none"> <li>Project 2</li> <li>Learning areas Block 2</li> </ul> | <ul style="list-style-type: none"> <li>Project 2 marking</li> <li>Learning area tests</li> <li>IBP sent home</li> </ul>                               | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> <li>Academic Leaders meeting</li> </ul> | <ul style="list-style-type: none"> <li>Community Forum meeting</li> </ul>  |
| Term break  |        |   |   | <ul style="list-style-type: none"> <li>Staff professional learning</li> </ul>                                  |  |
| 2           | 1 - 5  | <ul style="list-style-type: none"> <li>Project 3</li> <li>Learning areas Block 3</li> </ul> | <ul style="list-style-type: none"> <li>Project 3 marking</li> <li>Learning area tests</li> </ul>  | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> </ul>                                   | <ul style="list-style-type: none"> <li>Speech competitions</li> <li>Open day</li> </ul>                                |
|             | 6 - 10 | <ul style="list-style-type: none"> <li>Project 4</li> <li>Learning areas Block 4</li> </ul> | <ul style="list-style-type: none"> <li>Project 4 marking</li> <li>ICAS tests</li> <li>Learning area tests</li> <li>Formal report sent home</li> </ul> | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> <li>Academic Leaders meeting</li> </ul> | <ul style="list-style-type: none"> <li>Community Forum meeting</li> <li>Year 10 cultural dinner</li> </ul>             |
| Term break  |        |   |   | <ul style="list-style-type: none"> <li>Staff professional learning</li> </ul>                                  |  |
| 3           | 1 - 5  | <ul style="list-style-type: none"> <li>Project 5</li> <li>Learning areas Block 5</li> </ul> | <ul style="list-style-type: none"> <li>Project 5 marking</li> <li>Learning area tests</li> </ul>  | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> </ul>                                   | <ul style="list-style-type: none"> <li>Whānau day - grandparents</li> </ul>  |
|             | 6 - 10 | <ul style="list-style-type: none"> <li>Project 6</li> <li>Learning areas Block 6</li> </ul> | <ul style="list-style-type: none"> <li>Project 6 marking</li> <li>Learning area tests</li> <li>IBAS sent home</li> </ul>                              | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> <li>Academic Leaders meeting</li> </ul> | <ul style="list-style-type: none"> <li>Community Forum meeting</li> <li>Cultural evening</li> <li>Villa run</li> </ul> |
| Term break  |        |   |   | <ul style="list-style-type: none"> <li>Annual Villa conference</li> </ul>                                      |  |
| 4           | 1 - 5  | <ul style="list-style-type: none"> <li>Project 7</li> <li>Learning areas Block 7</li> </ul> | <ul style="list-style-type: none"> <li>Project 7 marking</li> <li>Learning area tests</li> </ul>  | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> </ul>                                   |  |
|             | 6 - 10 | <ul style="list-style-type: none"> <li>Project 8</li> <li>Learning areas Block 8</li> </ul> | <ul style="list-style-type: none"> <li>Project 8 marking</li> <li>Learning area tests</li> <li>Formal report sent home</li> </ul>                     | <ul style="list-style-type: none"> <li>Villa staff review meeting</li> <li>Academic Leaders meeting</li> </ul> | <ul style="list-style-type: none"> <li>Community Forum meeting</li> <li>Formal prize giving</li> </ul>                 |

## APPENDIX 12: CURRENT MHMS POLICIES

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

| POLICIES                                      | Date Updated |
|---|--------------|
| Curriculum Delivery (Nag 1)                   | July 2012    |
| Assessment (Nag 1)                            | July 2012    |
| Equity (Nag 1)                                | July 2012    |
| Achievement of Maori Students (Nag 1)         | July 2012    |
| Literacy & Numeracy (Nag 1)                   | July 2012    |
| Treaty of Waitangi (Nag 1)                    | July 2012    |
| Education Outside the Classroom (Nag 1)       | July 2012    |
| School Self-Review (Nag 2)                    | July 2012    |
| Reporting on Student Progress (Nag 2)         | July 2012    |
| Personnel Management (Nag 3)                  | July 2012    |
| Equal Employment Opportunities (Nag 3)        | July 2012    |
| Appointment of Staff (Nag 3)                  | July 2012    |
| Complaints (Nag 3)                            | July 2012    |
| Performance Management (Nag 3)                | July 2012    |
| Principal Appraisal (Nag 3)                   | July 2012    |
| Financial Management (Nag 4)                  | July 2012    |
| School Fees (Nag 4)                           | July 2012    |
| Foreign Students (Nag 4)                      | July 2012    |
| Property Management (Nag 4)                   | July 2012    |
| Health and Safety (Nag 5)                     | July 2012    |
| Emergency Evacuation (and Procedures) (Nag 5) | July 2012    |
| Behaviour Management (Nag 5)                  | July 2012    |
| Administering Medication (Nag 5)              | July 2012    |
| Attendance (Nag 6)                            | July 2012    |
| Copyright (Nag 6)                             | July 2012    |
| Animal Welfare (Nag 6)                        | July 2012    |
| Smoke Free Environment (Nag 6)                | July 2012    |
| Privacy (Nag 6)                               | July 2012    |
| Suspension of Student (Nag 6)                 | July 2012    |
| Protected Disclosures Policy                  | July 2012    |
| Harassment Policy                             | July 2012    |
| EOTC  | July 2012    |

## APPENDIX 13: MT HOBSON MIDDLE SCHOOL BEHAVIOUR MANAGEMENT POLICY – NO 503

### Rationale

Mt. Hobson Middle School recognises that students and teachers have a right to a safe, pleasant working and learning environment. Students and staff need also to be responsible for their own actions and to show courtesy and respect for others, for the property of others and for the environment.

Mt. Hobson Middle School seeks to assist students to develop appropriate social skills and modes of personal behaviour.

### Purpose

1. To develop an environment in which mutual respect is a chief tenet.
2. To help students to appreciate the rights of others to learn in a safe secure environment.
3. To help students appreciate the consequences of their actions.
4. To learn and teach alternative behaviour management strategies.

### Guidelines

1. Mt. Hobson Middle School will develop a behaviour code that is known and understood by the whole school and its community.
2. All members of Mt. Hobson Middle School community are expected to abide by the code.
3. Parents/caregivers, where necessary, will be involved when a child's behaviour is causing concern to enable their co-operation.
4. A clear set of disciplinary steps will be taken to deal with behaviour that is causing concern.
5. The behaviour code is applicable during Mt. Hobson Middle School day, coming to and going from school, on school trips and at all events organised by Mt. Hobson Middle School.
6. Behaviour on buses to and from school is also subject to the code.

Ratified by Board: \_\_\_\_\_ Signed for TRUST BOARD

\_\_\_\_\_ Date

Reviewed: \_\_\_\_\_ Date

\_\_\_\_\_ Signed for TRUST BOARD

## APPENDIX 14: JOB DESCRIPTIONS FOR LEADERSHIP ROLES

### JOB DESCRIPTION - ACADEMIC LEADER

#### Responsibility and Tasks

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

#### Attributes and qualifications

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

- Excellent oral and written communication skills
- Strong interpersonal skills
- Relevant post graduate qualifications

## JOB DESCRIPTION – BUSINESS MANAGER

### Key Responsibilities

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

### Specific Tasks

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

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

### Attributes and Qualifications

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

## JOB DESCRIPTION - COMMUNITY LIAISON MANAGER

### Responsibilities and Tasks

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

## JOB DESCRIPTION – OFFICE MANAGER

### Key Responsibilities

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

### Specific Tasks

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

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

### **Termly**

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

### **Accounts**

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

### **Additional**

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

### **Attributes and Qualifications**

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

### **Hours of work**

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

REDACTED





REDACTED

REDACTED

## APPENDIX 18: MT HOBSON MIDDLE SCHOOL PROPERTY MANAGEMENT POLICY - N404

### Rationale

According to NAG 4 the Trust Board is required to comply with current asset management agreements and to implement programmes of maintenance to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students. According to NAG 5 the Board must provide a safe physical environment for students and employees.

### Purposes

- To provide a safe working and learning environment.
- To comply with legislation concerning occupational health and safety.
- To facilitate appropriate long term maintenance of all property, plant and equipment.
- To prepare an annual statement on achievements towards addressing long term maintenance schedules.
- To ensure ongoing 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 ongoing 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.

Ratified by Board: \_\_\_\_\_ Signed for TRUST BOARD

\_\_\_\_\_ Date

Reviewed: \_\_\_\_\_ Date

\_\_\_\_\_ Signed for TRUST BOARD

## APPENDIX 19: MT HOBSON MIDDLE SCHOOL APPOINTMENTS POLICY – NO 303

### Rationale

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

### Purpose

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

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

### Guidelines

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

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

## APPENDIX 20: STATEMENT FOR EMPLOYING NON-REGISTERED STAFF

This document refers to any people involved to cover afternoon classes, regular morning visitors, clerical staff, and any other adults who have regular involvement in the school

From 20 May 2010 all vetting for these people will be done through the New Zealand Police Licensing and Vetting Service Centre.

The Police vet must be obtained **before** staff and contractors have, or are likely to have, unsupervised access to students or children.

- All employees working in a school during school operational hours will be subject to police vetting requirements by the Board unless they have been recognized by the Teachers Council.
- Schools must ensure that all non-teaching staff do not have unsupervised access to students or children until a police vet has been carried out by the school. All contractors who are likely to have unsupervised access to students or children during school operational hours must also be police vetted by the Board of the relevant school.
- All vets must be repeated at least every 3 years unless the person concerned is no longer employed at the school or unless they are no longer in a role that means they need to be vetted.

Vetting Employees: Employees or prospective employees must be vetted in the following situations:

(a) When appointing a new permanent employee a satisfactory police vet will need to be obtained before an appointment is confirmed.

(b) When a person has been employed on a casual or temporary basis at the school they must be vetted within 2 weeks of their first day of employment.

(c) All current employees must have their police vets renewed every 3 years.

“Satisfactory” vet: In general the view is that this does not contain convictions/information (but of course each case needs to be judged on its own merits) that:

(a) indicates that a person will jeopardize the safety of children, that is, a conviction for sexual offences or offences involving violence;

(b) the person will be a harmful example for children, for instance convictions involving possession or supply of drugs;

(c) indicates that a person is not suitable for the particular job, for instance, fraud/theft convictions if the job involves handling money.

Vetting Others: Boards are not legally required to vet -

(a) board members (this is dealt with through the ineligibility criteria for school trustees s103);

(b) contractors not working regularly (as above) at the school or who do not work during school hours;

(c) persons employed to teach classes out of school hours open to persons other than students;

(d) volunteers i.e. parent helpers

## APPENDIX 21: MT HOBSON MIDDLE SCHOOL PERFORMANCE MANAGEMENT POLICY – NO 305

### Rationale

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

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

### Guidelines

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

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

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

## APPENDIX 22: STAFF APPRAISAL AND PROFESSIONAL DEVELOPMENT PLAN

Staff Member: \_\_\_\_\_ (appraisee)

Academic Manager: \_\_\_\_\_ (appraiser)

The aim of staff appraisal at Mt. Hobson Middle School is to improve the quality of teaching and learning outcomes achieved by the school and its staff by providing support and development opportunities that will enable them to achieve their personal and professional goals.

### Guidelines are as follows:

1. The appraisal plan is to be a negotiated written statement as to the process is agreed to by the parties concerned.
2. The appraiser and the appraisee will set development objectives and outline the support required.
3. The appraisal process will include:
  - a) observation of teaching.
  - b) discussion of achievement of performance expectation with appraiser.
  - c) an appraisal report prepared in consultation between appraiser and appraisee.
4. All documents are confidential to the person being appraised and his/her appraiser. Information that is no longer relevant to the appraisal will be destroyed.
5. Appraisal occurs biannually or annually if this is decided to be necessary in the review process.
6. Reports will be provided to the Board when appropriate.

### Specific Process

1. Staff Appraisal & PD Plan given to appraisee and date for submission.
2. Appraisee submission made to appraiser by due date.
3. Meeting 1 held to review submission, set PD goals, agree on needed actions, and arrange for teaching observations if necessary.
4. Meeting 2 held to review progress if decided necessary at meeting 1.

### Staff Submission for Appraisal

| Review Question/Area - To be answered by Appraisee.                     | Appraisers Comment | PD Opportunity | Review Date |
|---|--------------------|----------------|-------------|
| 1. What aspects of teaching/working at MHMS are you finding worthwhile? |                    |                |             |
| 2. What would be some ways of further enhancing these worthwhile areas? |                    |                |             |
| 3. What aspects of teaching/working at MHMS are you finding difficult?  |                    |                |             |

|   |  |  |  |
|---|--|--|--|
| 4. What would be some ways of overcoming these difficulties?  |  |  |  |
| 5. What aspects of your job do you consider that you are doing well?  |  |  |  |
| 6. What aspects of your job do you consider that you need to focus on for improvement?  |  |  |  |
| 7. 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? |  |  |  |
| 8. What other opportunities/responsibilities would you be interested in while at the school?  |  |  |  |
| 9. What professional goals do you have and how can the school support you in achieving these?   |  |  |  |
| 10. Any other comments you wish to make?  |  |  |  |