



Appendices to Proposal for Partnership Schools/ Kura Hourua

Prepared for Ministry of Education

By Villa Education Trust

April 2013

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APPENDIX 1: 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 2: YEAR GROUP TIMETABLES

Year 7 Timetable

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

Year 8 timetable

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

Year 9 timetable

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

Year 10 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30	Science	Independent	Science	Independent	Science
9:30 - 10:30	Independent	English	Independent	English	Independent
10:30 - 10:45	Break	Break	Break	Break	Break
10:45 - 11:45	Maths	Technology	Social Studies	Social Studies	Technology
11:45 - 11:50	Break	Break	Break	Break	Break
11:50 - 12:50	Social Studies	Maths	Technology	Maths	English
12:50 - 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 - 3:15	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 3: PROJECT INFORMATION

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

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

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.

NZ Integrated Curriculum Project for Mt. Hobson Middle School

Title: Flight and Space (Y9P2)

Recommended Year: 9

© A.L. Poole 08

Learning Area (LA) Strands	Recommended Resources for Staff and Students	Key Competencies	Assessment
English Listening, Reading, Viewing - processes & strategies, purposes and audience, ideas, language features, structure. Speaking, Writing, Presenting - processes & strategies, purposes and audience, ideas, language features, structure.		Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.	Project Test
Mathematics Number & Algebra - number strategies and knowledge, equations and expressions, patterns and relationships. Geometry & Measurement - measurement, shape, transformation.		Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.	Project Test
Science Nature of Science - understanding, investigating, communicating, participating and contributing. Planet Earth & Beyond - earth systems, interacting systems, astronomical systems. Physical World - physical enquiry and physics systems, using physics. Material World - properties and changes of matter, the structure of matter, chemistry and society.		Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.	Project Test
Arts Music: Sound Arts - developing practical knowledge. - developing ideas. Visual Arts - developing practical knowledge. - developing ideas.		Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.	Project Oral Contributions
Social Studies The tasks will help students to understand: - how systems of government in NZ operate and affect people's lives, and how they compare with another system. - how the TOW is responded to differently by people in		Thinking Using language, symbols, and texts. Managing self.	Project Test

<p>different times and places.</p> <ul style="list-style-type: none"> - how cultural interaction impacts on cultures and societies. - that people move between places and how this has consequences for the people and the places. - how economic decisions impact on people, communities and nations. - how people's management of resources impacts on environmental and social sustainability. - how the ideas and actions of people in the past have had a significant impact on people's lives. - how people seek and have sought economic growth through business, enterprise and innovation. - how people define and seek human rights. 		<p>Relating to others. Participating and contributing.</p>	
<p>Technology Technological Practice - planning for practice, brief development, outcome development and evaluation.</p> <p>Technological Knowledge - modeling, products, system.</p>		<p>Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.</p>	<p>Project Practical Tasks</p>
<p>Health and P.E. Movement Concepts and Motor Skills.</p>		<p>Thinking Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.</p>	<p>Project & Practical Tasks</p>

NB: 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.

APPENDIX 4: INDIVIDUAL PROGRAMME BASE SAMPLE

The following is a scanned image of an IPB plan for a Year 8 student in 2011.



Mt. Hobson Middle School Individualised Programme Base



Name:		Special Learning or Health Issues
Gender:		
D.O.B.:		
Current Yr:	s 9(2)(a) OIA	
IEP Start:		
Developed by:	A. Poole	

Strengths	Evidence	Concerns	Evidence
Spelling	student		
Project work	student		
Speeches	student		

Interests	Related Activities	Assessment & Background Info.
Tennis	Very high quality	PAT Maths Year 8 = stanine 8
Sport		PAT Listening Comp = stanine 7
		PAT Reading Vocab = stanine 7
		PAT Reading Comp = stanine 8

PAT Maths Year 9 = stanine 9
PAT Listening Comp = stanine
PAT Reading Vocab = stanine 9
PAT Reading Comp = stanine
PAT Maths Year 10 = stanine
PAT Listening Comp = stanine
PAT Reading Vocab = stanine
PAT Reading Comp = stanine

National Standards Reporting

Year 8	Current Learning Goals	National Stds Achievement	School Support	Family Support	Term 3 Update
Maths	Full completion of set tasks at a Year 8 level. 100% accuracy of method and outcome with BEDMAS and basic maths operations. Improved test sitting skills.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)	Small class size. One to one attention. Appropriate text level. Mathematics supplied. Maths Mate and maths basics PMs.	From MHMS Perspective: Checking work completion and homework. Assistance where possible.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)
Reading	Continued development of reading skills and interest in reading for interest and information.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)	Reading in class. Book every project. Provision of reading books. Encouragement. CS+ PMs literature focus.	From MHMS Perspective: Reading aloud to children. Encouraging recreational reading. Limits on electronics.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)
Writing	Development of the ability to write detailed and accurate responses to in-class and project tasks.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)	Writing in class & projects. Oral and written marking feedback. CS+ PMs literature focus.	From MHMS Perspective: Appropriate homework time set aside for writing tasks in projects.	Achieving above Year 8 National Level. (Evidence: PAT tests, teacher observation, current text work, end of term tests, etc)

Project List 2012

Title	Code
Poetry	Y8P1
The Human Circus	Y8P2
Language of Music/Movement	Y8P3
Human Beings	Y8P4
An Ancient Culture	Y8P5
Change through Technology	Y8P6
The Oceans	Y8P7
Great Scientists	Y8P8

Project List 2013

Title	Code
Flight & Space	Y9P2
Maori or PI Language of Culture	Y9P3
War	Y9P4
Archaeology or Antropology	Y9P5
Production of the Present & Future	Y9P6
A People, Country or Time	Y9P7
Sport	Y9P8

Project List 2014

Title	Code
Shakespeare at the Globe	Y10P1
Statistics	Y10P2
Advanced Language, Book, Art	Y10P3
Reactions	Y10P4
Film, or Director, or Genre	Y10P5
Business in Action	Y10P6
Law and Culture	Y10P7
Machines	Y10P8

Other Aims/Expectations while at MHMS (parents fill in)

To obtain an international tennis ranking (ITF Junior Ranking)

Achievement Levels 2012

P1 Credit./Merit. A very positive start.
P2 Merit. Good project. Well committed to quality work.
P3 Merit./Excellence. Well structured and detailed.
P4 Merit./Excellence. Outstanding project.
P5 Merit. Very good pairs project.
P6 Merit. Very good mind-mapping project.
P7 Excellence. Very good quality work.
P8 Merit. Complete and with good quality and detail.

Aust. Tests 12 Nat %

English	63
Writing	
Mathematics	77
Science	84
Computer Skills	
Spelling	

Achievement Levels 2013

Aust. Tests 13 Nat %

English	
Writing	
Mathematics	
Science	
Computer Skills	
Spelling	

Achievement Levels 2014

Aust. Tests 14 Nat %

English	
Writing	
Mathematics	
Science	
Computer Skills	
Spelling	

Special Strategies and Resources

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Academic Manager's Signature
Student's Signature
Parent's Signature

Start Programme	End Programme

APPENDIX 5: REFERENCES FROM FAMILIES OF MHMS

The following letters were provided from parents whose children have attended MHMS.

LETTER 1

25.03.13

To whom it may concern

■■■■ started Mt Hobson Middle School in year 7, barely being able to add two plus two, he did not read at all, and though his command of the English language was exceptional he had no idea how to put anything into a sentence or write a story, his hand writing was illegible could not spell.

s 9(2)(a) OIA

The first 6 months at Mt Hobson were incredibly hard, the expectations were huge, he had to work, he had to follow through, the expectations of what was expected of him were set out clearly from day one and there was no grey area, if the lines were crossed there were consequences that were consistent throughout the school, ■■■■ learnt very early on that everything was checked, he could not hide from anyone. The small class sizes, the way the school day is set out and interaction with teachers and students enables the students to achieve and gives them a sense of success.

The Schools commitment to the community and teaching children to be involved with communities not only in New Zealand but worldwide, is teaching our children morals and ethics, children having an understanding of what makes a great community will produce exceptional teenagers, who have a sense of belonging and learn to help where help is needed by others that are less fortunate. The guest speakers that come into the school are inspiring to the children, and give them a belief that they can go and do exceptional things with hard work and commitment.

s 9(2)(a) OIA

We are now in year 9 at Mt Hobson Middle School, ■■■■ has achieved academically outstanding results, he now reads constantly, which is solely down to a teacher understanding ■■■■ and giving him a book that she knew he would love, from that first book two years ago he has never stopped reading. ■■■■ has learnt to work hard, manage his time, practice every day, review and has developed a great sense of self-worth. This has been achieved by the environment that he is being taught in and the structure of the school.

We highly recommend and believe in Mt Hobson Middle School's structure, protocols, ethics, morals and in their teaching of the students, also their activities within the community and elsewhere. This to us is essential to building great men and women that will go on to achieve tremendous things in their lives as adults.

Please do not hesitate to contact me if you require any further information.

Many thanks

■■■■

s 9(2)(a) OIA

s 9(2)(a) OIA

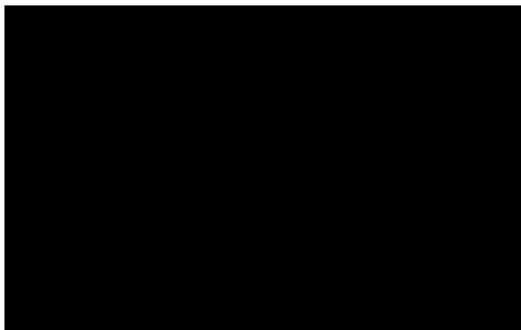
REDACTED

examples as to me the amount of time and attention received by the student individually from the teacher is significant in helping them to excel in a subject which is what they received at MHMS. It was a combination of inspiring the student to learn and providing the service to meet their individual needs.

We also found the environment at MHMS allowed for interaction between parents and students and staff, there were many opportunities to do this that we felt we were part of a community. Today we still keep in contact with the school and many other past parents and students.

I would highly recommend Villa Education Trust application to set up a partnership school which would be of great benefit to learners from low socio economic backgrounds and learners with special education needs. In my view it is a gift to be able to inspire students to a point where they find learning so much fun that it become effortless, which I believe MHMS can offer these learners. I do believe strongly that the above project would succeed and am happy to volunteer my time in some way either tutoring or other support of the school if their application is successful.

Kind Regards,



s 9(2)(a) OIA

LETTER 3

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

Epsom
Auckland 1023

April 5, 2013

Re: **Villa Education Trust, application for authorisation to operate as a Partnership School**

To whom it may concern

We offer our full support to the Villa Education Trust in this application. We believe they are uniquely placed to be able to deliver an excellent educational and community related programme within this framework.

s 9(2)(a) OIA

Our son attended the school for [REDACTED] as well as undertaking his NCEA Level 1 under the NZ Correspondence School.

Several factors contributed to this being the best option for our son. These included the small classroom size, the project based curriculum, individualised student strategies and the extensive use of, and involvement with, outside community facilities and organisations. Although this school was situated in the heart of Remuera in Auckland, there were several disadvantaged children enrolled. The factors mentioned above collectively provided a safe and yet growing learning environment for those students.

The small school produced a strong sense of family and this was demonstrated through school camps, annual picnic, lunchtime BBQs after the completion of each project, the "Villa-style" facility and the student / parent involvement in its maintenance.

s 9(2)(a) OIA

Our son is now at [REDACTED] and is proving that not only what he was taught at Mt Hobson has prepared him, but also how he was taught it. The research component of the projects as well as skills such as mind-mapping, for example, have given him the framework to approach university studies.

s 9(2)(a) OIA

[REDACTED]

[REDACTED]. This link was a complement to the professional relationship the Academic Director had with each student's family and served to engage the parents in non-academic issue, the ongoing development of the school, review of the quality of education and sourcing further community help for the school.

The Villa education Trust is well positioned to operate as a Partnership School and we trust they are given the opportunity to make a difference in the lives of many children through this programme

Kind Regards,

[REDACTED]

s 9(2)(a) OIA

LETTER 4

27 March 2013

Reference for Mt Hobson Middle School

To whom it may concern

We are the parents of a young man who had a slight learning disability. When he was in his final year at primary school we noticed he was slipping behind his peers in the public schooling system. We made a decision to send him to a small family orientated private school (Mt Hobson Middle School). It turned out to be the best decision we could have made.

s 9(2)(a) OIA

our son came to this school as an insular, disillusioned, unconfident, discouraged young boy. He left as a confident, energetic and motivated young man. This dramatic turnaround occurred under the guidance and family orientated environment of Mt Hobson Middle school. They instilled within him a sense of belonging and self worth and the attitude that with hard work and by setting goals he could achieve anything.

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 garnished 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.

s 9(2)(a) OIA

APPENDIX 6: LETTERS OF SUPPORT

RISE UP BOARD OF TRUSTEES

9th April 2013

Letter of Intention between the following

Villa Education Trust and The Rise UP Board of Trustees

As per our discussion the partnership elements proposed are as follows

Rise UP Trust propose to:

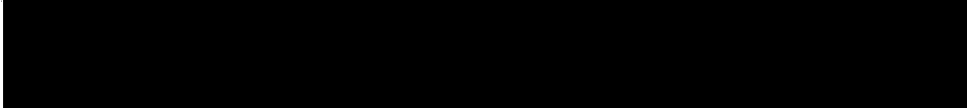
1. Consult Mt Hobson school on effective community and whanau engagement for Pasifika learners.
2. Provide registrations for priority learners for 2014 in South Auckland campus.
3. Endorse the Mt Hobson school model in South Auckland.
4. Any other mutually agreed areas required to set priority learners up for academic success.

The Villa Education Trust propose to:

1. Consult Rise Up Trust on school Quality Management Systems.
2. Collaborate to provide evidence based research on Pasifika best practise models in education.
3. Any other mutually agreed areas required to set priority learners up for academic success.

Signed

Signed



Karen Poole
Villa Education Trust

s 9(2)(a) OIA

Sita Selupe
The Rise Up Trust



s 9(2)(a) OIA



Wynton Rufer Soccer School of Excellence

Mt Hobson Middle School

Villa Education Trust
PO Box 74-276
Greenlane
Auckland 1546

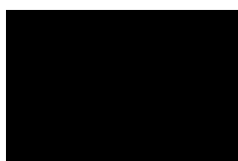
27 March 2013

To whom it may concern

We have been in discussion with the Villa Education Trust and are aware of the plans they have. We are fully supportive of this venture and desire to work with the Trust in providing a sport programme in the afternoon to compliment an outstanding academic morning.

Sport is a huge motivator for young people and the skills they learn will help them in their life as they develop and grow.

Our young generation will learn how to resolve disagreements amicably, have a strong level of team support, fair play and overall attitude and a heightened sense of self-worth and dignity.



s 9(2)(a) OIA



AUCKLAND RUGBY UNION

11 April 2013

Alwyn Poole

Academic Manager

Mt Hobson Middle School

Email: alwyn.poole@mthobson.school.nz

Dear Alwyn

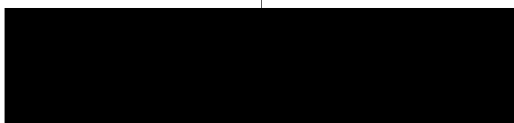
Thank you for meeting with the Auckland Rugby staff and explaining your charter school proposal.

I can confirm that Auckland Rugby is very interested in being engaged as a provider at all of your Auckland schools.

I see this as an exciting opportunity and look forward to seeing the outcome of your application and working with you to include rugby union in the curriculum.

Yours sincerely

s 9(2)(a) OIA



Auckland Rugby Union

APPENDIX 7: ACADEMIC RESULTS FROM MHMS

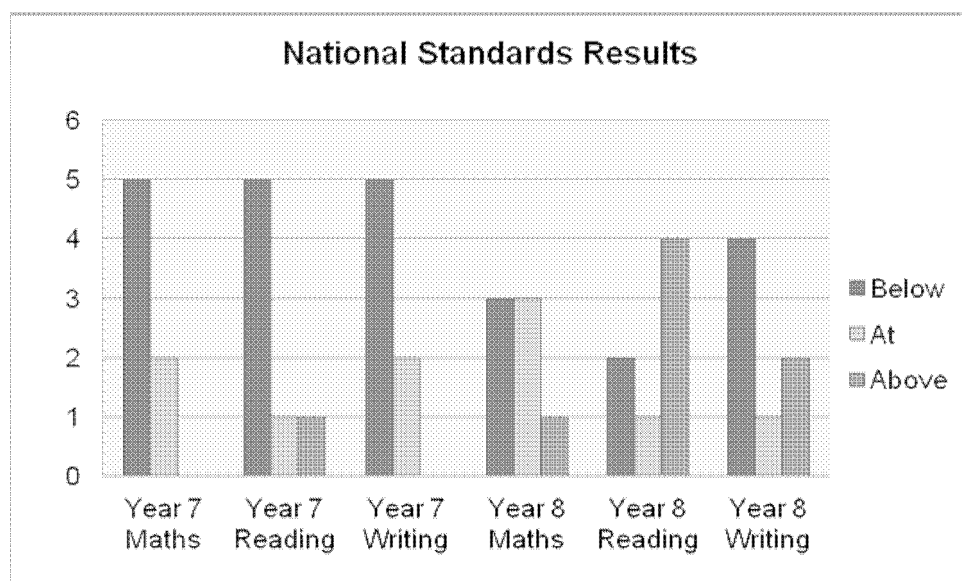
This following is a sample of evidence collected regarding academic achievement at MHMS. It includes evidence over time and 2012 results.

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.

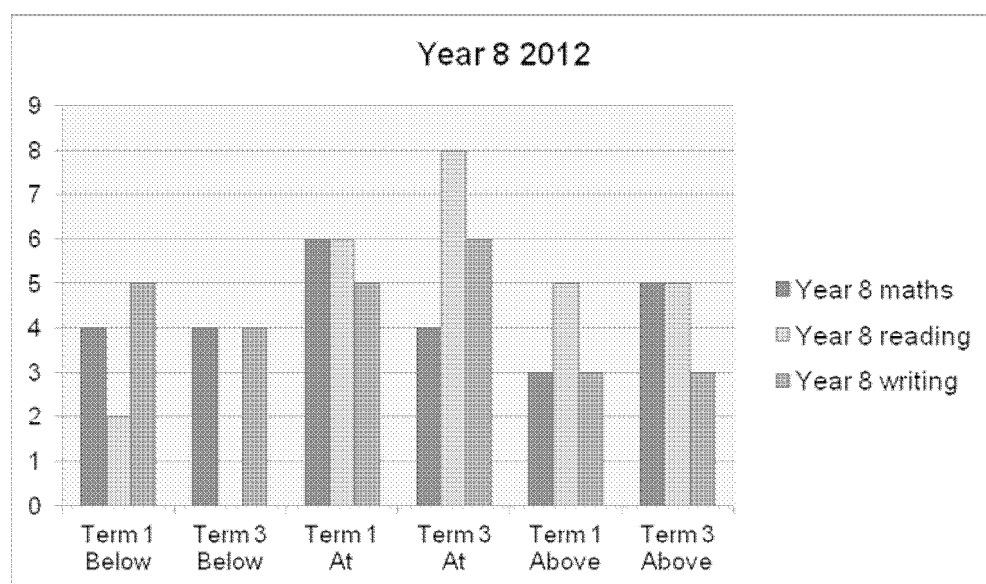
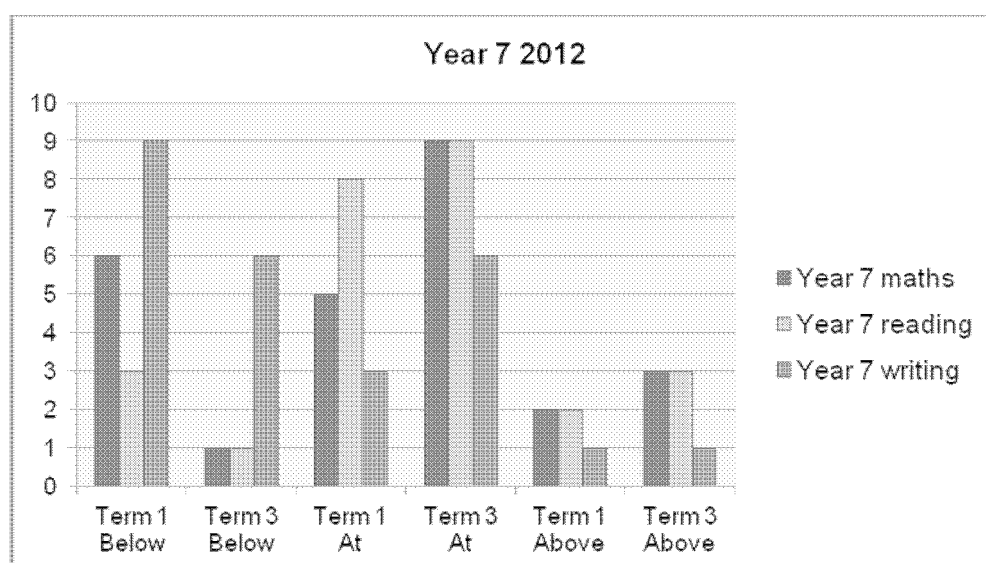
The following table presents the stanine increase by PAT for each student.

	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.



APPENDIX 8: PROJECT ASSESSMENT RECORD

Mt. Hobson Middle School

Project Assessment Record



Name:

Year: Y7P8

Assessment Area	Assessment	Staff Comment	Check
Science	Focusing and Planning - Excellence	Well formatted and a valid area of information to find out about.	s 9(2)(a) OIA
	Making Sense of the Living World - Credit	Very good poster and good use of examples to show that you understand the key. You have your table of differences - it could have done with some examples and needed a reference beside it. Where is your picture of Rabwocatman?	
Social Studies	Resources and Economic Activity – No Credit	you have not supported any of your information with facts. For example, how many dogs are used in farming or police work. If people had to be used instead of dogs for farm work how much would that cost as opposed to the cost of using a dog? How much do the dogs save us per year in being used as drug detectors at customs? The benefits to our community for this must be huge.	
Mathematics	Developing Logic and Reasoning - Credit	Well done on the use of the map. A stated distance would have been good. Why do they travel?	
	Communicating Mathematical Ideas - Credit	The web site seems to have an anomaly as there are nearer to 2000 animals at the zoo (I counted them) and this is stated. It would have been good to enhance the task with details and pictures of the zoo.	
	Number (exploring number) - Excellence	Well answered and understood at this level.	

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	Statistics (statistical investigations, interpreting statistical reports, exploring probability) - Merit	Generally very good. Just take care to be fully accurate - one queen does not equal 1% of the colony.	
English	Visual (presenting) – Excellence	This was an excellent presentation on meerkats. Your content was interesting and informative, with great pictures, and using the ruler to show size was a very good visual aid. Well done!	s 9(2)(a) OIA
	Excellence	A well presented poster well done.	
The Arts	Dance - Excellence	A good poster and you have gone to some length to let us know about the three characters.	
	Visual Art - Merit	You quickly and effectively drew your chosen animal but less haste and more attention to accurate observation of shape and detail would have improved the realistic look, of your sculpture also. However you have essentially captured the character of the Meerkat paying good attention to surface texture and some physical details. Make sure your clay bits are solidly formed without weak sections.	
Technology	Technological Knowledge and Understanding – Merit	An excellent process of how plastic is made, with diagrams to illustrate. What are the advantages and disadvantages of using synthetics?	s 9(2)(a) OIA
	Technological Capability – Merit	Interesting toy did your cat enjoy it? The dangling pieces of material would be a lot of fun for any cat. How does it work?	
Health & P.E.	Relationships with Other People - Credit	Beware thinking that the last task needs the least attention. Keep going on the level of detail.	
Overall Quality	Merit	Marker's Comment: A very good project given the situations you faced. Well organised and well presented. You have had an outstanding year with this kind of work.	s 9(2)(a) OIA

APPENDIX 9: 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 10: OUTLINE OF THE 2014 YEAR.

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

APPENDIX 11: 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 12: 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 13: 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.

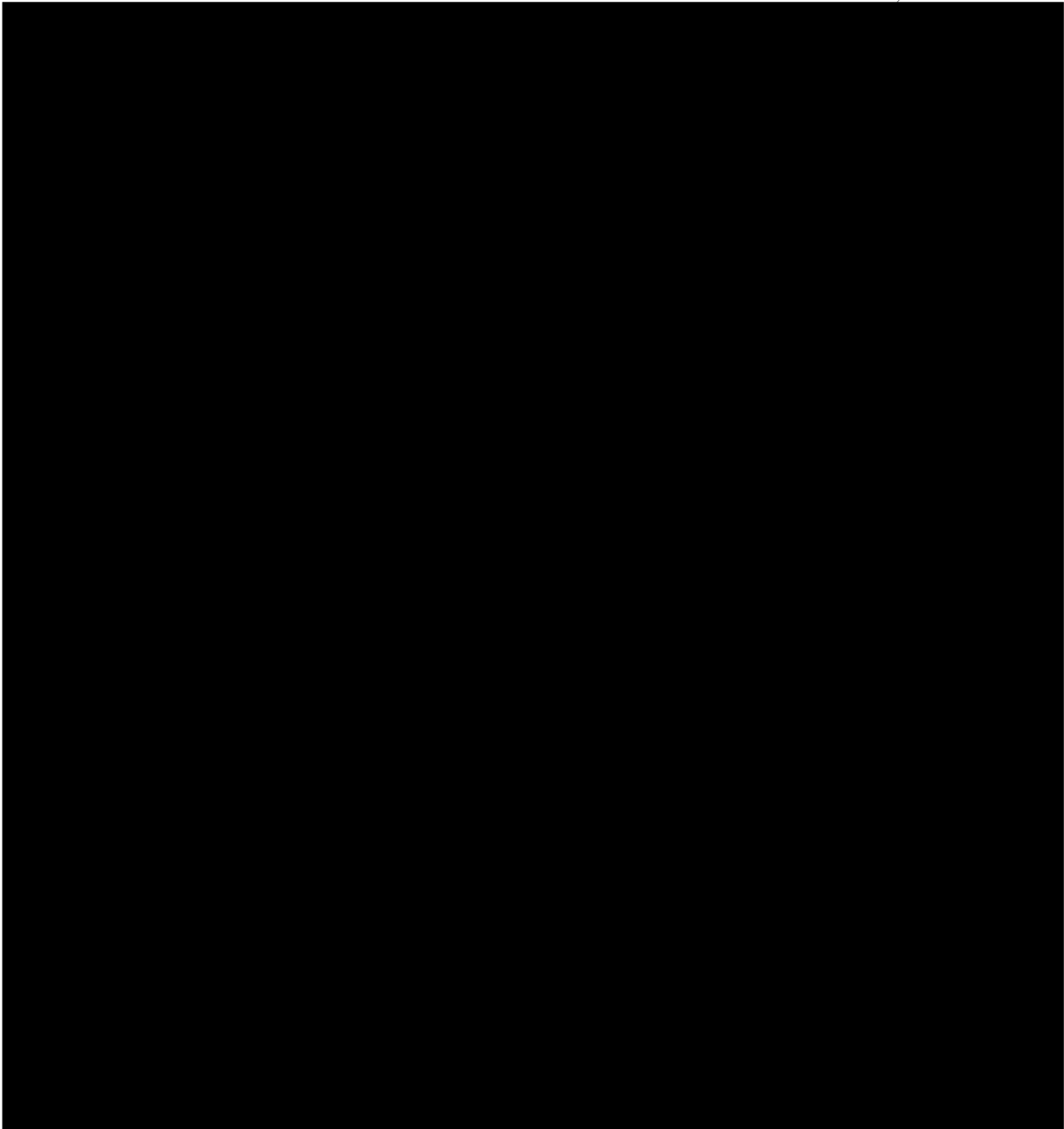
APPENDIX 14: CURRICULUM VITAE

ALWYN POOLE

Current role Academic Manager, Mt Hobson Middle School

Trustee, Villa Education Trust

s 9(2)(a) OIA



KAREN POOLE

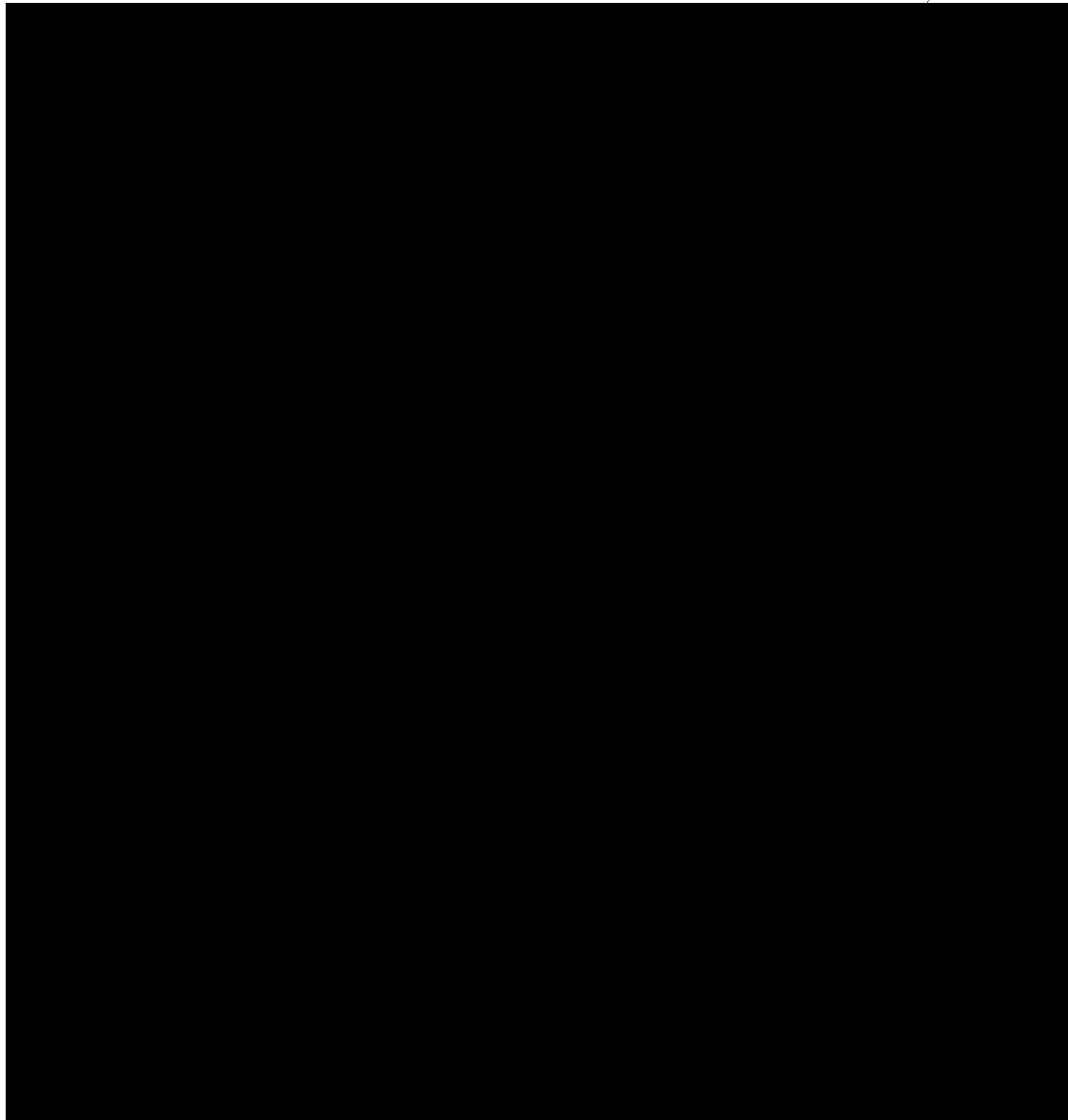
Current roles

Business Manager, Villa Education Trust

Business Manager, Upper Valley Middle School

Trustee, Villa Education Trust

s 9(2)(a) OIA



APPENDIX 15: IMPLEMENTATION PLAN

The following implementation plan outlines the key activities across the first 18 months of operation. Given the modular approach of the Villas expansion essentially requires us to operate in a cyclic fashion.

	Building	Resources	Staffing	Enrolment	Community
2013 July	<ul style="list-style-type: none"> Finalise lease or purchase of building Specify plans for alterations including grounds 	<ul style="list-style-type: none"> Create list of resources required Start sourcing furniture/IT suppliers and quotes 	<ul style="list-style-type: none"> Advertise for positions 	<ul style="list-style-type: none"> Arrange enrolment documents Applications open. 	<ul style="list-style-type: none"> Announce details of Villas Establish website Displays and notices Begin consultation
Aug	<ul style="list-style-type: none"> Start alterations and preparation of building 	<ul style="list-style-type: none"> Continue work 	<ul style="list-style-type: none"> Short list and interview Finalise employment 	<ul style="list-style-type: none"> Meet parents who enquire and provide information 	<ul style="list-style-type: none"> Public Meeting Website work Ongoing networking
Sep	<ul style="list-style-type: none"> Continue work 	<ul style="list-style-type: none"> Finalise all orders and start purchasing 	<ul style="list-style-type: none"> Academic Manager, Office Manager, Community Liaison employment begins 	<ul style="list-style-type: none"> First round of enrolments closes Ballot if need be 	<ul style="list-style-type: none"> Community Liaison starts home visits, community groups and schools
Oct	<ul style="list-style-type: none"> Continue work 	<ul style="list-style-type: none"> School setup 			<ul style="list-style-type: none"> Public Meeting
Nov	<ul style="list-style-type: none"> Finalise last details 	<ul style="list-style-type: none"> School setup 	<ul style="list-style-type: none"> Fill any final positions Visits to MHMS for newly appointed staff 	<ul style="list-style-type: none"> Second round of enrolment if needed. 	<ul style="list-style-type: none"> Community Day to view Villa
Dec	<ul style="list-style-type: none"> Have building alterations all finished 	<ul style="list-style-type: none"> Final acquisitions for Villas 		<ul style="list-style-type: none"> Start to finalise roll for 2014 	
2014 Jan	<ul style="list-style-type: none"> Ensure all facilities working as expected 		<ul style="list-style-type: none"> Academic Leaders meeting Staff employment begins Teacher only days 		<ul style="list-style-type: none"> Official Opening of school Dawn Blessing

Feb			• School commences		
Mar		• Assess any further resources needed and purchase	• Conduct preliminary staff appraisals.		
Apr	• Start any further alterations needed in the building.			• Applications open.	• Public Meeting
May	• Begin working on new Villas			• Meet parents who enquire and provide information	• Community Liaison starts home visits and community groups and schools
Jun	• Continue work	• Assess any further resources needed and purchase	• Assess staff needs for 2015 including expansion	• Acceptance of first round of interviews	
Jul	• Continue work		• Advertise for positions	• Continue	
Aug	• Continue work		• Short list and interview	• Continue	• Public Meeting
Sep	• Reassess needs for following year		• Finalise employment across all Villas	• Enrolments for 2015 close including new Villas	
Oct	• Adjust plans if necessary.	• Assess any further resources needed and purchase	• Fill any vacancies		
Nov	• Finish building work.		• Visits to MHMS for newly appointed staff	• If necessary second round of enrolments	• Community Day to view new Villas • Public Meeting
Dec					

APPENDIX 16: ACCOUNTANT LETTER



Ministry of Education
Level 3,
45-47 Pipitea Street
WELLINGTON 6011

PARTNERS
Paul M. Collins
Barry W.J. Graham
CONSULTANT
P.G. (Geoff) Bowker

s 9(2)(a) OIA

13 March 2013

Dear Sir

Villa Education Trust- Application to operate a Partnership School.

We act as accountants for the above trust and compile annual accounts from the MYOB system maintained by the trust.

As part of our annual procedures we compile worksheets for all balance sheet accounts to verify appropriate balances from external evidence, however, no audit or review engagement has been performed.

We understand that time constraints will prohibit the completion of a full audit to support the application to operate a partnership school.

Based on our knowledge of the trustees and their operations we support the application.

Yours faithfully
DFK Carlton

s 9(2)(a) OIA

Partner

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EMAIL enquiries@dfkcarlton.co.nz
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s 9(2)(b)(ii) OIA

REDACTED

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

REDACTED

APPENDIX 18: MT HOBSON MIDDLE SCHOOL PROPERTY MANAGEMENT POLICY - N0 404

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 an 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?			