



Education Report: Proposal from the Villa Education Trust to establish a Year 7 – 15 designated character school in Auckland, Mt Hobson Academy

To:	Hon Chris Hipkins, Minister of Education		
Date:	18 June 2021	Priority:	High
Security Level:	In Confidence	METIS No:	1260594
Drafter:	9(2)(a)	DDI	9(2)(a)
Key Contact:	Isabel Evans, Director of Education for Auckland	DDI	9(2)(a)
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this report is to provide you with information on a proposal by the Villa Education Trust (VET) that you establish a designated character school in Auckland, the Mt Hobson Academy (Year 7–15).

We recommend that this application is declined and not progressed to consultation.

Summary

- On 8 March 2021 we received an application from the Villa Education Trust (VET) asking you to establish a Year 7–15 designated character school in central Auckland with a maximum roll of 240. The applicant has noted that the proposed maximum could be doubled to 480 students.
- The proposed Year 7-15 designated character school is the same as the designated character of Middle School West Auckland, and South Auckland Middle School which provide education for Years 7–10. You have previously been satisfied that this character meets the statutory requirements for a designated character school [METIS 1130697 and 1145229 refer].
- As part of the application VET has provided several references and letters of support to demonstrate there is a desire for this type of specialised education.

4. In referencing the demand for the designated character education, the applicant refers to the wait list of 100+ students for South Auckland Middle School. The Ministry notes that these waitlist students are based in South Auckland and not the Auckland central business district (CBD).
5. In assessing the application, we consider that the main issues are around the demand for future Year 7-15 student projections in this catchment, the cost of establishing the proposed new school and the implications for the provision of a small new state school on the existing property pipeline.
6. The proposed school, even with a roll of 480 students would be considered a small secondary school within the Auckland network. The average size of a Year 7-15 state secondary school (1 March 2021) was 1,052 students. The largest Year 7-15 state secondary school in Auckland is Orewa College with a roll of around 2,000 students and the smallest is Kia Aroha College (a designated character school that provides education in te reo Māori and Pasifika languages, cultures and practices) with a roll of around 220 students. In Auckland, optimum accommodation levels required to manage future growth and the efficient provision of sustainable school infrastructure requires large secondary school campuses of 2,500 – 3,500 students. ✓
7. We have an existing long-term strategic land acquisition pipeline, to purchase sites for new schools, outlined in the National Education Growth Plan which includes the Auckland Education Growth Plan (AEGP). As part of this, the Ministry has, for a number of years, been unsuccessfully seeking to acquire land for a state primary school in the same geographical area as that preferred by the applicant.
8. The applicant has identified the Auckland CBD as the preferred location for the proposed school. The Auckland CBD is expected to continue to experience significant growth from intensification. We are also currently considering potential sites in this location for a possible new state primary school to cater for up to 1000 students. ✓
9. The applicant has put forward two possible sites for the proposed school, as examples of possible leased property. Both sites are in leased office accommodation in the Auckland CBD. Given the premium location and escalating values in the current Auckland property market, the lease costs are high and are likely to increase in the future. ✓
10. The Ministry prefers a Crown owned asset for a new school, due to concerns surrounding long-term security of leased property. Lease costs are subject to ongoing market rental escalation. The Ministry has a limited operating budget for this kind of cost, as leasing arrangements are not considered cost effective investments. Also, because of property and improvement constraints on tenants, there might be limited or no scope for the school to grow in the future, should this be required. ✓
11. We consider that demand for the Year 7–15 student group can be met without an additional secondary school in the network, and that there are existing supports for all learners in existing state schools. If established, the proposed school would have very little impact on managing the rolls of existing schools in the proposed catchment, even allowing for the increased proposed roll of 480 students.

12. In the event property was acquired for the proposed school, the level of investment required would likely impact on the Ministry's other land acquisition priorities in Auckland. Unless additional new funding was provided for the AEGP and its property pipeline, establishment of this school would mean other property initiatives would need to be delayed or this new school would need to wait for permanent premises.
13. There is no budget approved or allocated for the new school sought in this application. ✓

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that Villa Education Trust (VET) has asked you to establish a Year 7–15 designated character school to be located in central Auckland;
- Noted**
- b. **note** that the proposed designated character is the same as the designated character of Middle School West Auckland, and South Auckland Middle School, and that the application meets the legislative criteria for the establishment of a designated character school;
- Noted**
- c. **note** that the proposed school would not materially add to the network capacity, and demand for the Year 7-15 student group in this catchment can be met without an additional secondary school in the network;
- Noted**
- d. **note** that the applicant's preferred location for a school is in the Auckland Central Business District, and that the leased property option proposed by the applicant, is not a preferred option for the Ministry due to its high costs;
- Noted**
- e. **note** that property provision for the proposed school does not feature in the National Education Growth Plan nor any property pipeline and there is no current budget appraisal or allocated funding to support the establishment of the school;
- Noted**
- f. **note** that the Ministry does not support the proposal because demand for Year 7-15 schooling in this catchment can be met without an additional new school and adequate supports are available for learners within existing state schools; it would not materially add to the network capacity and the high costs of securing Crown owned land or leased property for the proposed school would negatively impact on the Ministry's other land acquisition and school property priorities in Auckland;
- Noted**

EITHER

- g. **decline** establishment (and therefore consultation would not be progressed) due to the demand for Year 7-15 schooling in this catchment being able to be met without an additional new school, there being existing supports for all learners in existing state schools, the proposed school would not materially add to the network capacity and the high costs that securing Crown owned land or leased property for the proposed school would negatively impact on the Ministry's other land acquisition and school property priorities in Auckland;

☒ Agree ☐ Disagree

OR

- h. **agree** that the Ministry undertake consultation, on your behalf, under section 209 of the Education and Training Act 2020 with the boards of all state schools whose rolls might be affected by the establishment. Following this consultation we would develop a report for your consideration that includes the consultation feedback and more detail of the costs and property options associated with the proposed school.

☒ Agree ☐ Disagree

AND

- i. **sign** the appropriate letter to Villa Education Trust (Annex 2) and return it to the Ministry to be provided through to the applicant; and
- j. **agree** that this report be proactively released once a final decision is made. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

☒ Release ☐ Not Release



Helen Hurst

Tumu Te Hāpai o Rāngai | Te Hāpai o Rāngai
Deputy Secretary
Sector Enablement and Support

18/6/21



Hon Chris Hipkins
Minister of Education

3/7/2021

Background

1. On 8 March 2021, we received an application from the Villa Education Trust (VET) asking that you establish a designated character state school to be called the Mt Hobson Academy to be operational for the start of the school year, 2022.
2. VET currently operate a private school, Mt Hobson Middle School for Year 7-10 students, which incorporates the Villa NCEA Academy for Year 11-13 students. The Trust is also the named responsible body for the different character of South Auckland Middle School and Middle School West Auckland, two designated character schools.
3. In July 2020 you declined to establish a new designated character school in central Auckland in response to an application from VET [METIS 1231520].
4. This decision was based on the small level of current demand for schooling of this nature, the limited additional capacity to the state school network that would be provided, and the very high cost and practical difficulty in securing property for a school in the applicant's desired location.
5. In response to your decision to decline to establish the proposed school the applicant and their supporters:
 - a. Presented a petition¹ to the House of Representatives on 26 November 2020 from the Friends of Mt Hobson Middle School, urging the Minister of Education to reconsider the application for a new designated character school in central Auckland. The petition was referred to the Education and Workforce Committee. The petition gathered 923 signatures
 - b. Lodged a complaint with the Human Rights Commission alleging that your decision amounted to indirect discrimination on the grounds of disability. The Ministry is working with the Commission as they process this complaint.

Proposal that you establish a designated character school

6. After receiving the application in March we met with the applicant on 1 April 2021 to confirm details of the application, particularly the proposed location.
7. At this meeting, the Villa Education Trust confirmed the proposal was to establish a designated character school Year 7–15, not Year 11–15 as stated in the applicant's letter. The roll projections and information provided in the application were for a Year 7–15 school.
8. Further information, including two examples of potential sites, were provided on 20 April 2021. On the same date, the applicant noted that they would not be submitting any further information supporting the application for establishment of the proposed school.

¹ Petition Number 2020/4

9. In discussions with the applicant, we have asked for any key points of difference from the previously declined application that the applicant would like to draw our attention to. The following response was received:

Yes. From the application documents sent to us and on further reading of the legislation and current government intent it is clear that the emphasis is on providing a model that differs in nature from ordinary State schools and that is desirable to the families. That is where this application places its emphasis - rather than a narrower notion of the characteristics of the children we would work with.

Across the 4 Villas we intend to have highly expert provision for those that do come to us with diverse learning needs as well as clear focus (as we have on our other sites) on important cultural aspects.²

10. Under sections 190 and 204 of the Education and Training Act 2020 (the Act), the Minister of Education has the absolute discretion whether or not to establish a new school and whether or not to designate it as a designated character school. For a new designated character school to be established it must meet the requirements in section 204(3) of the Act. The three key requirements are:
- a. the designated character school will have a character that is in some specific way or ways different from the character of ordinary state schools
 - b. it is desirable for students (whose parents want them to do so) to get such an education
 - c. students at the school are to receive an education of a kind that differs significantly from the education they would get at an ordinary state school.

Designated character

11. The proposed designated character is the same as the existing designated character schools South Auckland Middle School and Middle School West Auckland, which provide education for Years 7–10. You have previously been satisfied that this character meets the statutory requirements for a designated character school [METIS 1130697 and 1145229 refer].
12. The requirements of the Act regarding a designated character school have been met by the application.
13. Additional information provided by the applicant highlights that the proposed model of schooling has resulted in positive results for students at South Auckland Middle School and Middle School West Auckland. While it is acknowledged that both these schools are different from the proposed school (they are Year 7-10 only) their long term data for students who have been at the schools at least one year shows 96% achieved Level 1 NCEA, 90% achieved Level 2 NCEA and 66% achieved Level 3 NCEA.

² Email exchange 30 March 2021

14. The model VET proposes is to cater for priority students, using an integrated, project-based curriculum, and specialised services for learners with diverse needs.

Network Analysis

15. The National Education Growth Plan (NEGP) identifies the Grammars Western Springs catchment, which is the preferred location for the proposed school, as an area of complex growth and intensification. We expect around an additional 2,700 school aged students in this catchment by 2030.
16. The application outlines that four villas would be established with a proposed roll of 240 students at the school (60 in each villa). The applicant has stated they could double the maximum roll to 480 students but have only currently provided information based on 240 students.
17. The four villas would be in keeping with the model of South Auckland Middle School and Middle School West Auckland. Each villa would cater for a distinct group of students:
- a. Villa 1: Year 7–10 for 60 Māori / Pasifika students
 - b. Villa 2 and 3: Year 7–10 for students who are the full range of learners and with specialist services offered for diverse learning and behavioural needs. This can of course, also include Māori and Pasifika learners
 - c. Villa 4: 60 students at Year 11–15 some of whom would be at risk if they enrolled into bigger state schools but would be supported through NCEA and University Entrance.
18. The following roll figures were provided with the application:

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Proposed roll	45	45	45	45	20	20	20

Cabinet Guidelines

19. Cabinet Guidelines for establishing a designated character school state a recommendation for a minimum roll of 35 (e.g. for kura), growing to a roll of 300 for a secondary school within three to four years of establishment.
20. The maximum roll proposed by the applicant is less than that recommended by the Cabinet Guidelines for a new secondary school, which is a roll of 300 students. They are however guidelines and the applicant has noted that these figures could be doubled if the application is supported.

21. We note that the obligation to fix a maximum roll for a designated character school is a statutory power of the Secretary for Education.
22. The proposed school, even with a roll of 480 students, would be considered a small secondary school within the Auckland network. The average size of Year 7 – 15 state secondary schools is 1,052 students. The largest state secondary school in Auckland is Orewa College with a roll of around 2,000 students and the smallest is Kia Aroha College with a roll of around 220 students.
23. Within the Auckland network context, we are working through a master planning process to determine the future optimum accommodation levels to manage future growth within the existing network of state schools. For secondary schooling, we are considering large campuses of 2,500 – 3,500 students.
24. The applicant states that the proposed school would be providing a different approach to learning than that provided by ordinary state schools. If established it would have very little impact on managing the rolls of existing schools, even allowing for an increased roll.

Central Business District

25. The applicant has identified two possible sites within the Auckland CBD as examples of possible locations for the proposed school. These are 120 Albert Street and 280 Queen Street. This area of Auckland is expected to continue to experience significant growth from intensification.
26. Within this network we are also investigating potential sites for a possible new primary school (Year 1–6). We consider that demand for the Year 7-15 network in this area can be met without an additional school in the network.
27. The enrolment scheme home zone of Western Springs College covers the Western Bays and CBD areas of Auckland central. Recently the college has been positioned to accommodate potential roll growth with \$79 million allocated for redevelopment. Stage 1 of this project is now completed.

Evidence of demand

28. In referencing the demand for the designated character education, the applicant refers to the wait list of 100+ students for South Auckland Middle School. A further letter of support from the principal of South Auckland Middle School noted that “there are at least 100 students each year that miss the ballot for enrolment at South Auckland Middle School (SAMS)”. The Ministry notes that these waitlist students are based in South Auckland and not the Auckland CBD.
29. The rolls of the two schools with the same designated character follow. These rolls, while small within the Auckland context show that there is demand for the designated character.

South Auckland Middle School (SAMS)		
Year	March Actual	Maximum roll
2019	179	180
2020	175	180
2021	180	180

Middle School West Auckland (MSWA)		
Year	March Actual	Maximum roll
2019	195	180 for West Auckland Middle School and 60 at the off- site location (Pohutukawa Villa)
2020	160	
2021	180	

30. As part of the application VET has provided several references and letters of support to demonstrate there is a desire for this type of specialised education. These are listed on the table below.

9(2)(a)	12 April 2021
	29 March 2021
	26 March 2021
	1 September 2020
	29 August 2019
	3 December 2019
	3 December 2019
	Undated (submitted with the Application 8 March 2021)

31. Testimonials in support were also submitted by students and/or their parents. The applicant has also resubmitted the demand survey that was compiled by 9(2)(a) (who is a parent of a child at Mt Hobson Middle School).
32. The applicant also raises the issue of pathways for the students currently attending South Auckland Middle School (SAMS) and Middle School West Auckland (MSWA). The application comments that "many of the students leaving SAMS and MSWA at the end of Year 10 have expressed a desire to stay within our structure and attend the Villa NCEA Academy [Mt Hobson] but have been unable to afford to do so".
33. Currently students at SAMS can move onto a number of state secondary schools within the network. The largest numbers of these students attend Manurewa High School, James Cook High School and Alfriston College. While they may not provide the distinct special character offered at SAMS and MSWA, all state schools have support available for diverse learners. The ability to move to a school of similar character for Year 11-15 would be an option that families could pursue if you choose to establish the school.

Property

34. The Ministry has an existing long-term strategic land acquisition pipeline, to purchase sites for new schools outlined in the National Education Growth Plan. As part of this, the Ministry has, for a number of years, been unsuccessfully seeking land for a new state primary school in the same geographical area as preferred by the applicant.
35. Property provision for the proposed designated character school is not included in any existing property pipeline, and no funding has been allocated to address the cost of property provision. The area identified for the proposed school is costly, and land acquisition processes are likely to be lengthy and expensive when compared to other new schools' projects, for example in greenfield areas.
36. If you establish the school the Ministry will need to source the necessary property to support the maximum roll, as it would for any other state school.
37. If greenfield property was required for the proposed school this would negatively impact on this investment pipeline, and unless additional new funding was provided, other property initiatives would need to be cancelled or delayed, or this new proposed school would need to wait until funding for it was available.
38. As part of the application process, the applicant has provided information on two sites that it considers as examples for potential locations for the school. It should be noted that cost implications are subject to change as available leased premises will change over time as consultation progresses. Initial assessments indicate:
- 280 Queen Street: this is an older building and has potential maintenance needs. We are unsure as to what spaces are available, however floor plates for this building are 1,000 square metres. This would attract a gross rental of \$363,520 (GST excl) per annum, carparks would be approximately \$124,800 - \$187,200 and opex \$103,200 per annum. This is a total of approximately \$591,520 - \$653,920 per annum.

- 120 Albert Street: this building has recently had an upgrade, and there have been a few leasings in the last couple of years. There is 945 square meters available and this would attract a gross rental of \$379,890 (GST excl) per annum, carparks would be approximately \$88,400 - \$195,000 and opex \$96,320 per annum. This is a total of approximately \$564,610 - \$671,210 per annum.
39. The above costs do not include fit out, any zoning or resource consent requirements and potential Building Act upgrade requirements.
40. The lead in time for a lease arrangement is usually one year, particularly where there are fit out and consenting requirements. This means that should the school be established in Term 4, 2021 (following consultation in Term 3) opening in February 2022 in new leased accommodation would not be possible.
41. We prefer new schools to be located in a Crown owned asset due to concerns surrounding long-term security of leased property. Lease costs are subject to ongoing market rental escalation. The Ministry has a limited operating budget for this kind of cost, as leasing arrangements are not considered cost effective investments. Also, because of property and improvement constraints on tenants, there might be limited or no scope for a new school to grow in the future, should this be required.
42. The lead in time to undertake an evaluation of sites, negotiate a purchase, undertake designation for the school and construct facilities for a new school could take between five and seven years and is subject to several factors. It is anticipated that the delivery of the school, once an available and cost-effective site is acquired (our preferred approach), would be more than eight to ten years after the decision is made.
43. It is estimated that, if you establish Mt Hobson Academy as a designated character school, the Crown would incur associated property costs of approximately \$18.5m - \$35m for a permanent site and new school build in the applicant's preferred location.

Financial Considerations

44. If you wish the establishment process to be progressed, we will undertake analysis of the proposed capital and operational costs for a school of this size. These details would be included in the next report, following consultation, which would be provided for your consideration.

Consultation

45. If you wish to proceed with the possible establishment of the school, section 209 of the Education and Training Act requires you to consult with the boards of all state schools whose rolls might be affected before deciding whether to establish a new state school. The Ministry will undertake this consultation on your behalf. We will also consult with sector bodies, local iwi and community groups as appropriate.

46. Following consultation, we would prepare a final report for your consideration and decision.

Conclusion

47. We consider that demand for the Year 7–15 student group in this catchment area can be met without an additional secondary school in the network.
48. The proposed school would not materially add to the network capacity.
49. This application is similar to the one that was declined in 2020. The issues around the cost of establishing the proposed school and the implications for the provision of a state school within the same network, remain.
50. The applicant's preferred location for a school is in the Auckland CBD, and that the leased property option proposed by the applicant, is not a preferred option for the Ministry due to its high costs and lack of certainty.
51. Property provision for the proposed school does not feature in the National Education Growth Plan nor exist currently within any of our property pipelines.
52. There is no current funding to support this application.

Proactive Release of this Report

53. Agree that this report be proactively released once a final decision is made. Any information that might need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Application and additional supporting information

Annex 2: Letter to the applicant (decline)
Letter to the applicant (approve)

Proactively Released

Proactively Released

From:
Villa Education Trust & Interested Parties

To:
Hon Chris Hipkins
Minister of Education

Dear Mr Hipkins

The purpose of this letter is to apply to apply for a new Designated Character School – The Mt Hobson Academy (Years 11-13) - for the start of the 2022 school year.

The proposed roll would be 240 total (or 480 if you would prefer).

The aim of the establishment is for a school with our, already approved, Designated Character, providing an education for students of broad abilities and backgrounds whose family have decided that they want their children to learn under that model. There would be an expectation that some of those students bring diverse needs and we will have specialised services for those that do.

The 240 version would include 4 mini-schools (Villas) of 60 students – in keeping with our model.

Villa 1 - 60 students – Y7 – 10 - for a Maori/Pasifika Villa as we have for example - 100 students on our South Auckland Middle School waitlist already and clear demand and success for this model from those groups.

A significant amount of that demand is due to a growing understanding of how well the students are doing academically and socially under the model with the South Auckland Middle School results as below:

SAMS Longitudinal: 6 Years of Results

This is our long-term data for students who spent at least 1 year in our school for NCEA.

- 85% of these children got Level 1 NCEA. (Decile 1 & 2 school leavers average is 78% L1 or above). This result is 17% above the nearest high school.
- 76% of these children got Level 2 NCEA. (Decile 1 & 2 school leavers average is 64% L2 or above). This result is 25% above the nearest high school.
- 45% of our students got Level 3 NCEA. (Decile 1 & 2 school leavers average is 34% L2 or above). This result is 20% above the nearest high school.

These numbers are going up quickly over time as there are now cohorts out there who have spent the full 4 years with us. I also expect them to actually be better when I re-check the data in April as some schools have extensions for loading credits. The NCEA results could all go up by 3 - 5 % and to trend up in the Covid year shows the exceptional effort and quality of work put in.

SAMS also had attendance at 90% - despite the Covid disruptions/uncertainty and had only one suspension/expulsion in 2020.

Villas 2 & 3 - 120 students – Y7 – 10 – who are the full range of learners and with specialist services offers for diverse learning and behavioural needs. This can. Of course, also include Maori and Pasifika learners.

Again – the key aspect of this is providing a Designated Character Model that does not readily exist elsewhere (as attested by the Cognition Education report on our model).

A version of this model has operated as a private school for 18 years with the results as follows:

MHMS Longitudinal - 18 years of results

This is our long-term data for students who spent at least 1 year in our school for NCEA and UE.

- 95% of these children got Level 1 NCEA. (National school leaver average is 88%).
- 89% of these children got Level 2 NCEA. (National school leaver average is 78%).
- 65% of our students got Level 3 NCEA. (National school leaver average is 54%).
- 59% of MHMS school leavers have achieved UE. (The current national average for UE is 39%.)

There is clear demand for this option including a 10,000 person signature petition to Parliament and letters of support – including from Autism NZ. As started above these two Villa's are full the full range of students.

Villa 4 - 60 students at Y11 – 13 some of whom who are at risk if they go into bigger State schools but will find their niche in tertiary education as we get them through NCEA levels to UE.

Please note we can double those numbers of a bigger difference to the "network" is preferable (please note Ministry comments in 2020).

- A new campus would be created in the Auckland Central (or where best the Ministry of Education property people believe suits so long as it is near a transport hub – being non-zoned).
- We already have an approved Designated Character.

- We already have full NZQA accreditation.
- There would be provision of high-quality professional services in areas of need that are difficult for “ordinary State Schools” to provide. These would include, but not be limited to – high behavioural needs, children with autism, children with high abilities who lack output skills/focus, children with dyslexia, children with dyspraxia, children with high levels of anxiety. Children simply needing a learning boost as well as those already doing well would also be welcome in the school.

From earlier applications and also discussion with leaders in the Auckland Ministry of Education we understand that the granting of permission for this transition sits with yourself. In this we believe that we are required to show:

1) Demand for the additional schooling.

South Auckland Middle School is achieving genuinely remarkable results. We do very little advertising for places and yet have a waiting list of 100+ students and very little transience. At Mt Hobson Middle School we have had scholarships for as many of these students that we could accommodate – but there is greater need.

Mt Hobson Middle School has operated for 18 years charging fees that are now approx. \$15,000 per annum. It has almost always been full at 48 students during that time. Over the last three years the Year 11-13 NCEA Academy (also charging fees) has had approximately 15 students per year. MHMS also receives many requests for scholarship places and it is clear that if our services were offered on a near to free basis there would be a significant number of families interested. At Year 11-13 many of the students leaving SAMS and MSWA at the end of Year 10 have expressed a desire to stay within our structure and attend the Villa NCEA Academy but have been unable to afford to do so.

Some of the professionals aiming to work with us at the additional campus have provided evidence of significant demand from their contacts along with key aspects of their CVs.

2) That the applicants have shown the ability to provide high quality education.

The Villa Schools – including, SAMS MSWA & MHMS have a range of documents that attest to the quality of our educational provision and the effectiveness of our model. These include ERO reports, the Martin Jenkins reports into the Partnership School model (the third one of which was largely a case-study of SAMS and MSWA) and the Ministry commissioned report on the Villa Schools by Cognition Education that concluded:

“In summary we find and conclude that in both schools, the

management and staff are actively involved in continuous development, and the delivery, of a **unique programme of teaching and learning which is based on a comprehensive 'local' curriculum** that is aligned with the New Zealand Curriculum, and which provides for the personalised needs of priority learners *'many of whom have been failed by the current education system'¹*.

Based on our findings and conclusions, and our experiences in a wide range of New Zealand State schools, **Cognition has assessed the local curriculum, teaching and learning within both SAMS and MSWA as being unique and of a 'special character' when compared to that provided at ordinary state schools."**

We believe that we will be able to further enhance the quality of these services with the cooperation of the wonderful partner signatories to this application. We have shown with the SAMS and MSWA start-ups we can operate quickly and effectively to establish high functioning schools.

3) That applicant has a Ministry approved Designated Character.

The new school would operate according to the Designated Character specified for SAMS & MSWA and we propose the also under the same E-BOT. The new MHMS would have its own Principal (proposed to be Amanda Smith) and the new campus would have 3 Academic Managers (1 per Villa) one of which would be Amanda Smith. This is consistent with our model. It would also have an Academic Manager for the NCEA Academy.

Our VET Curriculum statement is provided as Appendix 2.

Our formal Designated Character is Appendix 3. The only proposed change for the new campus would be for:

e) We provide full uniform and stationery alongside the services of a dedicated Community Liaison Manager to ensure the welfare of students. This is on top of asking for no donations.

For Mt. Hobson to allow for the full provision of high-quality specialist services for the proposed student body as outline above we would propose an alteration at the new site that would say:

e) At Mt Hobson Year 7 – 10 students will have a uniform that is purchased by their parents. The Year 11 – 13 students will not have a uniform. Instead of a Community Liaison Manager (as at SAMS and MSWA) specialist well-being and learning support services will

¹ Referenced from the 'Mission' statement provided in each of the SAMS and MSWA applications for the establishment of a Designated Character School.

be directly provided. A fair donation for this differentiated set of services will be asked of parents.

4) **That the Board is governing appropriately and can manage the transition.**

The VET Board and the BOTS for MSWA and SAMS have unquestionably done a high integrity and high-quality job. MSWA and SAMS no operate under elected BOTs. The members involved have now been involved in the establishment of 5 successful schools in challenging circumstances, with short lead-ins and limited funding. This includes 1 private school, 2 Partnership Schools and then the transition to 2 Designated Character Schools.

We have very sound and well-developed policies and processes.

We have a very good understanding of working with the Ministry of Educations requirements and have a very good reputation for moving quickly and effectively when structures change – e.g. into the Novopay environment.

Please note – that the purposes of having lead-up discussions with Ministry and applying for this as early as we have been able is to:

- Give us ample time to find the required facility in cooperation with the Ministry property people.
- For this to be a staged/negotiated process between ourselves and officials to give it every chance to succeed for the good of the children and families that we will be able to work with.

We expect for their part that the Ministry will find that there will be very high demand for what we can provide, that we will be able to find premised at very low capital cost to the taxpayer (in fact it is likely to save on some significant capital expenditure), and that this development will have little or no effect on local schools and that they will be, by and large, very supportive.

A broad strategic plan is including with the application documents. We have not, at this stage, included specific financials as we are waiting on the Ministry property people to make contact. We are confident, given our current experience as “proprietors” of SAMS and MSWA that all aspects of the financials for the provision on the MH Academy with be more than sound.

Please see below formal information around the governance of what we are proposing.

Yours sincerely

Alwyn Poole

(on behalf of the Villa Education Trust and signatories to this project).

Proactively Released

APPLICATION FOR ESTABLISHMENT AS A DESIGNATED CHARACTER SCHOOL

UNDER SECTIONS 156 AND 156AA OF THE EDUCATION ACT 1989

Name of proposed schoolMt Hobson Academy.....

Date application submitted8th March 2021.....

I hereby declare that all information provided in this application is true and accurate.

Signed on behalf of applicants by

...Karen Poole..... (Print name)



..... (Signature)

...CEO Villa Education Trust

We hereby declare that all information provided in this application is true and accurate.

PART A

This section is to be completed by filling in the details on this application form.

SECTION 1

DETAILS ABOUT THE APPLICANT GROUP

Name of applicant groupVilla Education Trust.....

Chairperson

9(2)(a)

SECTION 4

COMPOSITION OF PROPOSED SCHOOL

(a) Please circle below, the description of the year levels for which you intend to cater.

Yr 1-6 Yr 1-8 Yr 1-13 Yr 7-8 **Yr 7-13** Yr 9-13 Other

(b) Please specify below the likely rolls at each level in the school (as at 1 July).

First year of operation

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
						45	45	45	45	20	20	20

Total roll: 240 (or 480 at the Minister's preference)

Second year of operation

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
						45	45	45	45	20	20	20

Total roll: 240

Third year of operation (or 480 at the Minister's preference)

Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
						45	45	45	45	20	20	20

Total roll: 240 (or 480 at the Minister's preference)

(c) Maximum Roll

Under Section 156(8) the Secretary for Education must specify a maximum roll for your school. Once agreed on, this number may not be exceeded, though the Ministry would consider an application for an increase.

We believe that an appropriate maximum roll for our school would be240 (but prepared to negotiate to 480)

Explain the rationale for this and the basis of your future roll projections.

Mt Hobson Middle School has operated for 18 years charging fees that are now approx. \$15,000 per annum. It has almost always been full at 48 students during that time. Over the last three years

the Year 11-13 NCEA Academy (also charging fees) has had approximately 15 students per year. MHMS also receives many requests for scholarship places and it is clear that if our services were offered on a near to free basis there would be a significant number of families interested. SAMS has a waiting list that always exceeds 100 students – with absolutely marketing/promotion.

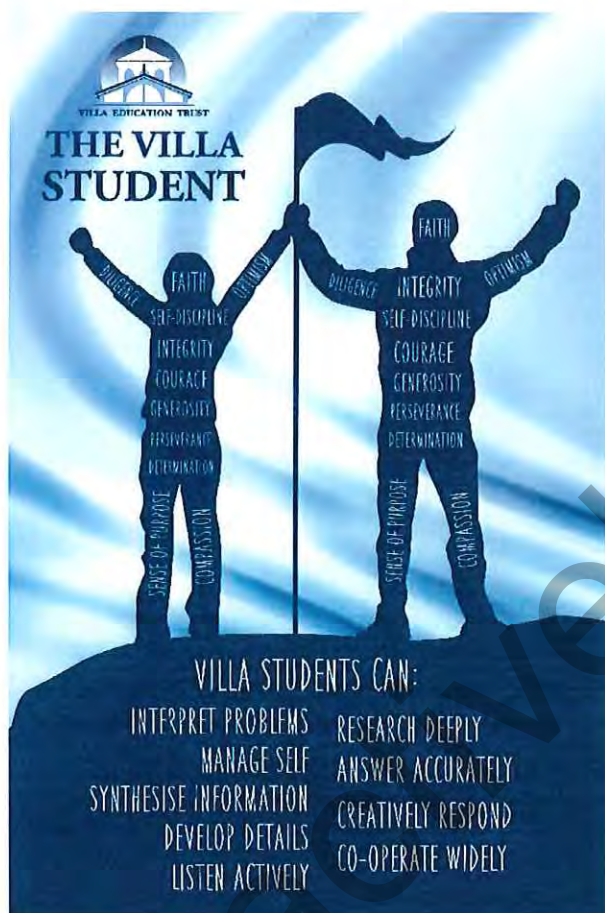
At Year 11-13 many of the students leaving SAMS and MSWA at the end of Year 10 have expressed a desire to stay within our structure and attend the Villa NCEA Academy but have been unable to afford to do so. Many of these students remain vulnerable and make up the vast majority of the 15% of our Middle School graduates who miss out on NCEA qualifications. We also have many inquiries from families of other schools where their child does not quite meet the year 11 – 13 paradigm

Some of the professionals aiming to work with us at the additional campus have provided evidence of significant demand from their contacts along with key aspects of their CVs. (see Appendix 1).

DESIGNATED CHARACTER SCHOOL

The Mt Hobson Academy (Y7 – 13) has committed to the following principles which form our Designated Character

- Use of a Project Based fully integrated curriculum in order to develop exceptional skills and knowledge sets.
- Differentiated day structure with class size a maximum of 15 students.
- Values and spiritual education to develop the whole person.
- Growth mindset - to enable learners the opportunity to develop exceptional skill sets.
- An interactive Community involvement focus
- Very highly quality professional interventions for children with identified needs.



The Character Focus and Learning Statement define all we do at a Villa Education Trust school and form the basis of our Designated Character School application.

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 in 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.

Our graduates will reach 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 values and spiritual education philosophy basis that genuinely facilitates their development.
- Followed an integrated, project-based curriculum encompassing the NZ Curriculum.

All young people have the potential to develop into extraordinary young adults given the right opportunity. Learners leaving our Kura at Y10 will have developed outstanding learning and thinking skills to take into their final years of secondary school (with MH Academy or other Y11-13 providers). 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.

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. 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.

The Middle School of our Y7-10 segment 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.

PURPOSE AND GOALS

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 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.

We firmly believe in the importance and attainability of a solid academic education for all students, an education that will enable them to participate as members of society, contributing not only to the economic and social well-being of New Zealand as a whole but also to their local communities.

We 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 will be aspirational, and achievable. They will require exceptional effort and a desire to succeed from all involved (teachers, learners, parents, family and whānau).

Based on our existing experiences 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.

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.

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. 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:

- Excellence in learning.
- Collaboration and cooperation amongst students, families, whānau and the wider community.
- Building of personal character through applied values and spiritual education.
- 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. Each Villa has 60 students, 15 at each year level. 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. Each separate Villa has their own Academic Manager.

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, project-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.
5. **Villa culture.** The Villa will be a 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 CEO supported by the Office Manager.

7. **Provision for high needs students by highly qualified on-site experts** – including proposed Principal Amanda Smith.

Governance

The Villa Education Trust would request that the existing Villa Education Trust Board would be the EBOT. Moving to the elected Trust Board could then be in keeping with the bespoke changes the Minister has recently made for the governance of Designated Character Schools.

The following policies are copied from our Trust Policy documentation

The Villa Education Trust was established in 2002 with the aim of providing middle school education.

1. Governance Definition

Villa Education Trust provides the governance for the activities of the delivery arms and is accountable for the school's performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. Policies are at a governance level and outline clear delegations to the school leaders (Principal). The Trust and school leaders form the leadership team with the role of each documented and understood. The school leaders report to the Trust as a whole. The Trust is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school. Enhancing student achievement is the Trust's focus.

Board Member Requirements include:

- Having a thorough understanding of the goals of the organisation, the programmes and desired outcomes
- Commitment to attend at least 75% of all Board meetings
- Willingness to belong to and actively contribute to at least one sub-committee
- Having a high level of ethical and openly accountable responsibility for Villa Education Trust and its activities
- Willingness to promote and seek connections for Villa Education Trust where appropriate
- Engaged membership including detailed review of Board reports, and active engagement in meetings to ensure responsibilities are carried out fully
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2. Education Act 1989

The legal responsibility of the Villa Education Trust is defined in the Trust document. Relevant policies are below.

Employment, Health and Safety, Transport, Buildings

Villa Education Trust understands it has sole responsibility to ensure that it is aware of any laws, regulations, rules or guidelines that apply to the operation of The School (including without limitation those relating to transport, buildings, health and safety, and employment) and otherwise to Villa Education Trust's performance of its obligations with the Ministry of Education.

(a) shall comply with the Trust's general policy directions; and

(b) subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school's day-to-day administration.

Governance Policy: Villa Education Trust Roles & Responsibilities

The purpose of the Trust is to see that our school delivers on its commitment to student achievement by making effective governance decisions that meet legislative requirements. The Trust is expected to:

1. Monitor and evaluate student achievement.
2. Set strategic directions and long-term plans and monitor the Trust's progress against them.
3. Represent all the interests of the students enrolled at the school and their respective communities.
4. Monitor financial management of the school and approve the financial budgets and policy.
5. Effectively manage risk.
6. Ensure the Trust is compliant with its legal requirements.
7. Approve major policies and programme initiatives.
8. Fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage.
9. Approve and monitor Personnel policy and procedure, and act as an employer that provides many benefits.
10. Appoint, assess and provide the opportunity to foster the performance of the school leaders, and nominate the Chief Executive Officer (who will either be in the role of the CEO or Academic Adviser).
11. Deals with disputes and conflicts referred to the Trust as per the school's concerns and complaints procedures.
12. Represent the school in a positive and appropriate manner.

Personnel Management

The Trust has existing and substantial policies and procedures for Personnel Management. We have developed system that includes staff appraisal, professional development and a well-established recruitment and induction programme.

The following procedures are copied from our Trust Procedure documentation.

Procedure: Appointment of Staff

1. The philosophy underpinning the appointment of staff is that the best person is appointed to the position.
2. All appointments will be preceded by the compiling of a job description, criteria for appointment, person specifications, and advertised appropriately in suitable publications.
3. An appropriate appointment process will be established for each appointment based on the context of that appointment. The process will typically take account of:

- a) Who will assist in the appointment process (including in short-listing, interviews, and decision making).
 - b) A clear appointment timeline.
 - c) The formation of an application pack.
 - d) A short-listing process.
 - e) An interview process.
 - f) A decision-making process.
 - g) Appropriate communication of each aspect of the process to candidates.
4. Equal Employment Opportunities implications are considered at each appointment.
 5. An appointment does not necessarily need to be made, and the position may be re-advertised.
 6. The CEO shall appoint non-teaching staff, but has the power to delegate when considered appropriate.
 7. The Academic Adviser shall appoint teaching staff, but has the power to delegate when considered appropriate. An Appointments Committee may be established by the Academic Adviser for any appointment for which it is deemed necessary.
 8. Where appropriate, and at the CEO or Academic Adviser's discretion, staff input may be requested for appointments.
 9. A personnel file will be set up for each employee of the school that will include: Offer of employment, job description, Police Vet details, performance review information etc.
 10. Appointment procedures shall comply with the Privacy Act 1993.
 11. All appointments made will be reported to the Villa Education Trust.

Police Vet Procedure

1. A Police Vet is mandatory for all positions held within the school regardless of job status (with the exception of registered teachers who already have a Police Vet), and is the responsibility of the CEO.
2. In evaluating the outcome of any Police Vet procedure, the CEO may consider the following factors when making a decision:
 - a. How long ago did the conduct occur and what were the circumstances involving the conduct?
 - b. The age of the individual at the time of the offence.
 - c. Societal conditions which may have contributed to the nature of the conduct.
 - d. The probability that the individual will continue the type of behaviour in question.
 - e. The individual's commitment to rehabilitation and to changing the behaviour in question.
3. Applicants have right to be treated fairly and have their privacy respected.
4. The totality of the record (rather than focusing on individual factors) should be considered when determining if an applicant should be disqualified from consideration to a position.
5. Applicants will be given the opportunity to challenge the accuracy of information provided by the Police Vet.
6. The cost of the Police Vet will be met by the school.
7. Only the CEO, Academic Adviser and Villa Education Trust will have access to the information contained in the Police Vet. They will determine how the information is stored and how and when it will be destroyed.
8. Application forms will clearly state the requirement for a Police Vet to be carried out.
9. Any successful applicant appointed to a position that has a Police Vet presenting with conduct will be reported to Villa Education Trust.

Procedure: Performance Review

1. These procedures **are not** applicable to the CEO and Academic Adviser. See *Performance Review of CEO* and *Performance Review of Academic Adviser*.
2. All other staff will participate in a performance review process outlined below.

3. Teacher Registration is a process used to indicate that a teacher is meeting the Registered Teacher Criteria. This is a separate process to Performance Review outlined in these procedures.
4. The philosophy underpinning Performance Review is to support staff to deliver effective performance in their roles by fostering a culture where improvement is a goal of all staff.
5. Performance Review must be a supportive procedure undertaken by both the individual and Reviewer for the purposes of providing an environment in which the person can reflect on their performance and improve where possible.
6. Performance review must be a continual process.
7. Each position must have an up-to-date job description to clarify the role and general expectations of staff in their position.
8. The Performance Review process for **teaching staff** should include self-evaluation (against the job description and/or Registered Teacher Criteria), observations of teaching, establishment of goals, a professional learning plan, opportunities for dialogue between the teacher and Reviewer, and a written review report.
9. The Performance Review process for **non-teaching staff** should include self-evaluation (against the job description), establishment of goals, a professional learning plan, and opportunities for dialogue between the employee and Reviewer, and a written review report.
10. The Performance Review documentation will remain confidential to the employee, Reviewer, CEO and Academic Adviser (unless the parties agree otherwise).
11. Review documentation should be filed in the employee's personnel file.
12. If the employee has concerns regarding their designated Reviewer, they should raise concerns with the CEO or Academic Adviser.
13. The responsibility for the Performance Review process is the CEO and Academic Adviser, who will report to the Villa Education Trust as part of their report.

Performance Review of CEO

1. The CEO and the Villa Education Trust will enter into a written performance agreement which shall be reviewed annually.
2. The performance agreement shall be used as the basis of monitoring the CEO's performance.
3. The Villa Education Trust may choose to have the performance review facilitated by an independent reviewer.
4. The performance agreement will identify performance objectives based on the CEO's job description, school strategic goals and priorities, and areas of leadership the CEO would like to improve. Key performance indicators will be identified for each objective.
5. The performance agreement shall be prepared by the Chairperson of the Villa Education Trust, in collaboration with the CEO (and external independent reviewer if applicable). Typically five-six objectives will be formulated. Where the Chairperson and the CEO do not agree on the performance objectives, they will each identify three, amounting to six objectives in total.
6. The Villa Education Trust shall have the opportunity to comment on the annual performance agreement prior to it being agreed and ratified by the Trust.
7. The performance agreement will identify the professional development provided to the CEO to support the achievement of the objectives.
8. As the employer, The Villa Education Trust has the final determination of the performance agreement.
9. The CEO's performance review shall include the following:
 - At least two review interviews with either the Chairperson of the Villa Education Trust or an independent reviewer during annual cycle of the review.
 - Interviews with nominated stakeholders, where applicable.
 - A confidential final report, prepared for the Villa Education Trust.
10. The final review report will be filed in the CEO's employee file.

Performance Review of Academic Adviser

1. The Academic Adviser and the Villa Education Trust will enter into a written performance agreement which shall be reviewed annually.
2. The performance agreement shall be used as the basis of monitoring the Academic Adviser's performance.
3. The Villa Education Trust may choose to have the performance review facilitated by an independent reviewer.
4. The performance agreement will identify performance objectives based on the Academic Adviser's job description, school strategic goals and priorities, and areas of leadership and pedagogy the Academic Adviser would like to improve. Key performance indicators will be identified for each objective.
5. The performance agreement shall be prepared by the Chairperson of the Villa Education Trust, in collaboration with the Academic Adviser (and external independent reviewer if applicable). Typically five-six objectives will be formulated. Where the Chairperson and the Academic Adviser do not agree on the performance objectives, they will each identify three, amounting to six objectives in total.
6. The Villa Education Trust shall have the opportunity to comment on the annual performance agreement prior to it being agreed and ratified by the Trust.
7. The performance agreement will identify the professional development provided to the CEO to support the achievement of the objectives.
8. As the employer, The Villa Education Trust has the final determination of the performance agreement.
9. The Academic Adviser's performance review shall include the following:
 - At least two review interviews with either the Chairperson of the Villa Education Trust or an independent reviewer during annual cycle of the review.
 - Interviews with nominated stakeholders, where applicable.
 - A confidential final report, prepared for the Villa Education Trust.
10. The final review report will be filed in the Academic Adviser's employee file.

Procedure: Equal Employment Opportunities

1. All VET schools have sound equal employment opportunities practices (EEO).
2. The CEO and Academic Adviser will be responsible for coordinating the implementation of EEO practices.
3. All personnel policies and practices will continue to be developed and reviewed to ensure they include EEO principles. This may include consultation with school staff. Personnel procedures might include recruitment and selection, promotion and career development, staff training and development, sexual harassment, performance review, and conditions of service.
4. The CEO and Academic Adviser will therefore:
 - Ensure that employees or prospective employees are not discriminated against.
 - Ensure all employees their rights to personal dignity and safety.
 - Ensure all employees have access to an approved and fair internal grievance process.
 - Provide for all staff an individual contract.
 - Carry out annual performance review for all employees.
 - Meet current employment legislation.
 - Take reasonable steps to protect staff from unsafe or unhealthy working conditions or practices.
 - Provide Protected Disclosure protection.
 - Provide regular assurances to the Villa Education Trust of the working of the procedures of the policy.

Procedure: Staff Professional Learning

1. Each year the Villa Education Trust will approve funding for staff professional learning, subject to the availability of funding.
2. All professional learning of staff should be linked to the strategic goals as outlined in the Middle School West Auckland charter.
3. Professional learning needs of the CEO and Academic Adviser will also be budgeted for and identified on their respective performance agreements.
4. The CEO and Academic Adviser are responsible for the professional learning content and implementation for all teaching and non-teaching staff.
5. A schedule of professional learning will be established by the CEO and Academic Adviser, in collaboration with school staff, on an annual basis.
6. All offsite professional learning attended by staff is at the discretion of the CEO and Academic Adviser.
7. A report will be prepared annually on the effectiveness of the staff professional learning.
8. Staff will maintain a record of their own professional learning.

Procedure: Induction and Mentoring of PRT's

1. The Academic Adviser is delegated the responsibility of ensuring all provisionally registered teachers are supported in their endeavour to gain full registration by supporting them with an appropriate coaching and mentoring programme.
2. The Academic Adviser may appoint a PRT Coordinator to oversee this aspect of teacher development.
3. The Academic Adviser has the responsibility to allocate 0.2 time allowance to each Year One PRT and 0.1 time allowance to each Year Two PRT.

The Academic Adviser/PRT Coordinator has the responsibility to:

4. Assist the induction and orientation into the school for the PRT.
5. After consultation with appropriate team leaders, name a suitable supervisory teacher.
6. Identify the needs of the PRT.
7. Develop an ongoing programme of induction and mentoring which best meets the differing needs of Year One and Year Two PRT's.
8. Ensure the team leaders provide adequate and specific units of work and help with resources and preparation of effective classroom programmes.
9. Ensure that the supervisory teacher of a Year One PRT completes eight full classroom observations during the year, preferably two each term. Specific aspects of the teaching situation to be observed are to be identified before the lesson and feedback about the lesson to occur as soon after as possible. For a Year Two teacher, there is to be at least one full classroom observation each term.
10. Each observation is to be fully documented using forms available from the PRT Coordinator, signed by both the supervisor and teacher. The original is to be filed with the Coordinator and copies by the supervisor and teacher.
11. The observations may incorporate aspects of the PRT's performance review goals, however, the observations should be specific to the Registered Teacher Criteria, first and foremost.
12. PRT's will attend courses provided by any Teacher Support Services or Teachers' Council workshops, where applicable.
13. The PRT Coordinator and Supervisory teacher will attend any workshops provided by the Teachers' Council, to ensure Middle School West Auckland is providing the best coaching and mentoring programme for its PRT's.
14. All recommendations and remedial action and training will be documented.
15. The PRT is responsible for compiling the evidence folder to support their application for full registration.

Procedure: Induction of Staff

Induction is the process of introducing the new employee to the organisation, their team, their job and what is expected of them. Induction is very important to help the employee become fully committed to the organisation from the start. Good induction sets the tone and expectations for the employee's relationship with their manager and the organisation, and helps an employee understand the purpose, functions and tasks of their job so they can perform at their best.

- The employee should feel that they are supported and valued during the induction rather than that the manager is just ticking off a checklist.
- Induction is a process and occurs over time.
- The induction can provide information on aspects such as the organisation's history, values, culture, staff, policies, practices and expected behaviour.

Induction will include but not be limited to

- one-on-one discussions/meetings
- group presentations
- documentation
- a tour around the premises.

The induction process is often delivered over a period of time. It will include a follow-up formal meeting approximately 1 month after the employee has had a chance to settle in; this is so that the employer can answer any questions or difficulties the employee might have and make sure that the employee hasn't developed bad habits by incorrectly doing tasks.

- A full health and safety briefing showing your evacuation plan, any hazards or risks in the workplace and how to be safe from them, the process to report and isolate/eliminate/minimise risks and hazards.
- Give the employee any training and resources they need to do the job. They will perform best when they have the right skills, know what they're supposed to do and how their role affects the business as a whole.
- Clarify the employee's start time, finish time, and the times and length of rest and meal breaks, or take the time to negotiate these times with the new staff member. Practices around hours of work, flexible working, overtime, and holidays (including any regular closedown), lateness and absenteeism.
- Discuss any in-house policies and rules that apply to the employee.
- Set up a personal file for your new employee including a holiday and leave and wage and time record.
- A summary of the organisation's history, structure and functions of departments and the services it provides.
- An outline of the significance of the job and how it fits with what the organisation does.
- Full information on organisation, human resources, and health and safety policies, practices and processes (eg code of conduct and acceptable standards of behaviour, policies on IT and email usage, conflict of interest, vehicle use, reimbursement, harassment).
- Introduce the new employee to all co-workers, supervisors and relevant people such as health and safety representatives, union delegates (if a member), fire wardens and first aid officers, key contacts and stakeholders for the employee.
- How to log on to computers and access relevant programmes and websites.
- Staff benefits, including welfare (eg employee assistance programme), recreational (eg social club, sports teams), financial (eg staff discounts, health insurance).
- Any reporting processes, eg who to contact in case of absence or in an emergency in the workplace. Give them a copy of the contact details to keep at home.
- Get the new person's next of kin details in case of accidents or emergencies, and add this to your records.
- Check if they have any special medical needs, such as for asthma or diabetes, and inform your first aider.

Physical and Emotional Safety

The Trust has existing and substantial policies and procedures for Physical and Emotional Safety.

The following procedures are copied from our Trust Procedure documentation

Procedure: Behaviour Management

1. This Code will be explained at school assemblies, at parent interviews, posters and documentation throughout the school, explanations within the classroom.
2. Every student coming to VET schools need to be provided with every opportunity to succeed.
3. All staff and students are expected to model the core values of the school
 - Excellence in learning
 - Collaboration and cooperation amongst students, families, whanau and the wider community.
 - Building of personal character through applied values and spiritual education.
 - A strong emphasis on thinking skills and learners understanding how they think and learn.
4. Staff need to provide a well prepared, well managed and consistent school and classroom environment.
5. No student has the right to interfere in the learning of any other student (class, independent or PM programme).
6. Students need to be pre-managed coming into class (and formally transferred when moving between class).
7. Classes are NEVER to be unsupervised. Students are NEVER free to choose to leave the class of their own volition (if they do Admin must be notified immediately). They MUST NOT be in the common space during class time.
8. If a student has to be removed from class – another student will take a note to the office. One of the Admin staff will come and extract the child.
9. If removed from class the student will work at a desk in the office area for the remainder of that class.
10. Every significant incident should be documented on email and sent to the Academic Leader.
11. If behaviour continues student may be withdrawn from afternoon programme for a defined period of time. This can be a particular afternoon class or a number of consecutive classes.
12. Discipline steps

Talk to student	>	Restart	>	Action
Talk to parent	>	Restart	>	Action
13. Meet Senior Staff Committee
14. The school prohibits the use of all force at all times (corporal punishment).

Procedure: Physical Restraint

A teacher or authorised staff member can use physical restraint if they reasonably believe the safety of the student or of any other person is at serious or imminent risk, and the physical restraint must be reasonable and proportionate in the circumstances.

Situations where it may be appropriate include:

- a. Breaking up a fight
- b. Stopping a student from moving in with a weapon
- c. Stopping a student who is throwing furniture close to others who could be injured
- d. Preventing a student from running onto a road.

(Principal to ensure completion of **Incident of Physical Restraint Form**)

Physical restraint is a serious intervention and the new rules have requirements for schools to notify, monitor and report on the use of physical restraint. The Ministry of Education and the Trust board both need to be notified.

Procedure: Discipline

1. Staff, parents and students are informed of behaviour management principles of the school.
2. Early intervention is best practice in order for staff to modify behaviour with the minimum disruption to learning.
3. Intervention measures are decided upon by the school until formal measures as prescribed by the Ministry of Education are activated. Based on natural justice, these measures are graduated in accordance with the nature of the transgression against behavioural expectations.

Standdown, suspension and exclusion procedures:

1. Should there need to be a stand down, suspend, exclude or expel a student, the procedures that are followed are in accordance with Sections 13-18 of the Education Act 1989, as amended by the Education Amendment Act (No.2) 1998, and the Education (Stand-down, Suspension, Exclusion and Expulsion) Rules 1999.
2. The Academic Adviser has the delegated authority of the Trust, and is the only person who can make the decision to stand down or suspend a student.
3. Procedures as outlined under the Act must be strictly adhered to. These procedures are contained in the Ministry of Education Booklet *"Guidance for Principals and Boards of Trustees on STAND-DOWNS, SUSPENSIONS, EXCLUSIONS AND EXPULSIONS"* July 1999, and as such form part of this policy. The detailed procedures for Suspension Process/Meetings are online at <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/StanddownsSuspensionsExclusionsExpulsions.aspx>.
4. The Academic Adviser may stand down or suspend a student if satisfied on reasonable grounds that:
5. The student's gross misconduct or continual disobedience is a harmful or dangerous example to other students; or
6. Because of the student's behaviour, it is likely that the student, or other students will be seriously harmed if the student is not stood down or suspended for an unspecified period.
7. The basis for Suspension could include:
 - a. Theft
 - b. Assault
 - c. Sexual harassment

- d. Verbal abuse
 - e. Alcohol / possession / use / supply
 - f. Drugs / possession / use / supply
 - g. Wilful damage
 - h. Continual refusal to comply with School Rules
 - i. Outright defiance to teacher's authority
8. A wide range of disciplinary measures may be invoked commensurate with the reason for the suspension, eg.
- a. Community service – work around the school
 - b. Anger management
 - c. Counselling
 - d. Written apology
 - e. Personal apology
 - f. Loss of privileges
 - g. Good behaviour bond.
- 1) The Trust may refuse to enrol a child who is currently excluded or expelled from another school. [Section 17D(2) of the Act].
- 2) These procedures shall be reviewed following the legislative changes advised by the Ministry of Education.

Procedure: Racial Harassment

1. Racial harassment has the meaning given to it in section 63 of the Human Rights Act 1993, which defines racial harassment as the use of language (whether written or spoken), or visual material, or physical behaviour that:
 - Expresses hostility against, or brings into contempt or ridicule, any other person on the grounds of colour, race or ethnic or national origins of that person.
 - Is hurtful or offensive to that other person (whether or not that is conveyed to the person complained about); and
 - Is either repeated, or of such a significant nature, that it has a detrimental effect on that other person.
2. Racial harassment can include a variety of behaviours ranging from name-calling and joke telling, to threats. While some forms of racial harassment may seem less serious than others, the person at whom the behaviour is directed may still be feeling upset about it. It is the effect on the person being harassed that is relevant.
3. Under the Human Rights Act 1993 it is unlawful to racially discriminate against people in employment and educational establishments. Racial harassment is considered a form of race discrimination. Middle School West Auckland will ensure that it takes all reasonable steps to ensure that students and staff are:
 - Informed of the school's stance on racial harassment and that it is unacceptable and will not be tolerated.
 - Aware of the impacts of racial harassment through curriculum programmes.
 - Encouraged to participate and take ownership of the school's inclusive values and culture.
4. Racial discrimination can be direct or indirect.
5. Indirect discrimination occurs when seemingly neutral policies or practices include requirements or conditions that have a negative effect on one of the groups that it is unlawful to discriminate against. Where Middle School West Auckland establishes a school rule, that could be considered racial discrimination (indirectly), the rule may be revised if student health and safety is not at risk, for example, students wishing to wear a taonga.
6. Anyone experiencing racial harassment should immediately make it clear to the person responsible that such behaviour is unwanted and unacceptable.
7. If this behaviour continues, an informal intervention may take place whereby the CEO will be informed and will ensure that a mediation between the complainant and the alleged perpetrator of racial discrimination if

offered. Mediation should be part of the prevention programme and able to be arranged through the school's Guidance Counsellor or a nominated mediator. If the person complained about admits the behaviour, a solution satisfactory to both parties may be agreed on. If the person complained about denies or disputes the allegations, and the complainant cannot be successfully mediated, it is up to the complainant whether to have the matter formally investigated.

8. Formal complaint. The complainant will be advised, by the CEO to following the school's complaints process, which will include a letter to the Trust.

Procedure: Abuse and Neglect (suspected or actual)

1. VET schools are committed to prevention of abuse and neglect of children and young persons. Disclosures of abuse will be taken seriously. The safety of the child or young person will be given primary consideration in the management of abuse cases.
2. Middle School West Auckland will ensure that staff receive education and training to maintain and increase awareness of how to prevent, recognise and respond to abuse of children and young persons.
3. Preventative education will be included in the delivery of the Health and Physical Education component of the New Zealand Curriculum. Students will have access to information about child and young person abuse and appropriate responses to it through the relevant parts of this curriculum.
4. Where a child or young person discloses alleged abuse or abuse is suspected, information from the disclosure should be recorded (written, timely, factual, concise, signed and dated). At this stage the questioning of the child could compromise the process moving forward.
5. The staff member is to discuss the matter immediately with the Guidance Counselor who will coordinate the approach in conjunction with the CEO and Academic Adviser to consider the nature and seriousness of the allegation and ensure the immediate safety of the child or young person.
6. The Community Liaison Manager shall initiate, in consultation with the CEO and Academic Adviser, a pre-investigation interview to determine the basic facts and provide support. The child or young person should have a responsible adult supporting them and the support role should be clearly defined. No formal interview is to take place, only the obtaining of relevant necessary facts and clarification if it is needed. The next step in the process will be determined by the outcomes of the pre-investigation.
7. At any time advice will be sought from relevant outside agencies to provide assistance.
8. Where there is a serious allegation of abuse (including sexual abuse and assault) the CEO and Academic Adviser will refer the matter in a timely manner (depending upon the individual circumstances) to CYFS and/or Police and their advice and intervention will be sought including interviewing and medical examination. The CEO and Academic Adviser will advise the Trust Chairperson.
9. Staff support as necessary will be provided.
10. In the case of allegations of serious abuse the interviewing of the suspected abuse victim will be done by the CYFs/Police once the matter is referred to them otherwise the school investigative process will occur.
11. Where the abuse allegation is against employees, the CEO will immediately inform the Trust Chairperson who will ensure appropriate action is taken in accordance with the principles of natural justice and the employees employment agreement. Advice will be sought from the school's legal representation.

Note: 'Child abuse' is defined as *'the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect or deprivation of any child or young person'* (Section 2 Children Young Persons and Their Families Act 1989).

Procedure: Sexual Harassment

1. Sexual harassment is defined as any unwanted attention of a sexual nature that causes distress and is offensive to a student, staff member or parent/caregiver. Sexual harassment is unacceptable because it prevents or impairs the full and equal enjoyment of educational and employment opportunities as well as affecting a person's quality of life.
2. The attention may be by the use of words (written or spoken) or by physical behaviour of a sexual nature. There may be implied promise of preferential treatment, detrimental treatment or threat about future status of that person within the school.
3. Anyone experiencing sexual harassment should immediately make it clear to the person responsible that such behaviour is unwanted and unacceptable. If this behaviour continues:
 - a) The unacceptable behaviour should be reported as soon as possible. The following persons may be consulted; the CEO, Academic Adviser, a teacher, teaching colleague, staff member or an appropriate member of the community.
 - b) In all instances the CEO, Academic Adviser and the Chairperson of the Trust will be informed
 - c) The utmost care must be taken to prevent any disadvantage to the complainant. The same care must be taken for the other party in case the claim is found to be unwarranted.
4. Investigating and Interviewing:
 - a) An initial investigation is delegated to the CEO and his/her nominee of the Trust. Should the CEO be a party to a complaint the investigation will be conducted by the Academic Adviser and the chairperson of the Trust.
 - b) The complainant will be interviewed to establish the factual content of the allegations.
 - c) During the interview there will be a mature independent witness present, of the same sex as the complainant. Should the complainant be a student, then the student's parent/caregiver(s) must be present.
 - d) Notes will be taken during the interview, recording the precise words and behaviour complained of, however embarrassing. The complainant may write it down if too embarrassed to speak. All present at the interview will sign these notes.
 - e) Should there be more than one complainant they must be interviewed separately.
 - f) The defendant will be asked to answer the allegation. The format of the interview and witnesses required being the same as that for the complainant. A resume of the complaint will be put to the defendant. An explanation of the school's policy will be given and made clear. It will also be made clear that it is school policy to act upon the complaint.
 - g) It may be necessary to conduct further interviews with the complainant, defendant or witnesses. All will follow the above format.
- 2) Making a decision:
 - a) A report will be submitted to the Trust accompanied by the signed notes and a recommendation of a course of action.
 - b) The Trust will make a decision on the assembled facts.
 - c) If the complaint is judged to be well founded the Trust has the following range of disciplinary measures at its disposal:
 - i) Correction and counselling
 - ii) Warning and reprimand
 - iii) Suspension
 - iv) Dismissal
 - v) Referral to Police and other agencies
 - d) The decision will be communicated to both parties in writing.
 - e) If further action is to be taken, the complaint can be further referred to the following:
 - i) For students: support agencies such as Child Protection, Social Welfare or the Police, where appropriate.
 - ii) For staff and Parents: Human Rights Commission

Procedure: Health and Safety Procedures

VET Schools take all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

This is achieved by:

1. All staff having individual responsibility for health and safety.
2. All staff
 - Being informed of
 - Understanding, and
 - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, other staff and visitors being informed of any results of our monitoring their work area.
3. Ensuring staff are consulted on, and given the opportunity to participate in health and safety management.
4. Ensuring schools have an effective method for identifying hazards. Significant hazards will then be controlled by:
 - Eliminating or isolating any hazard that arises out of the school or school environment likely to cause harm to staff, students or other people.
 - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated.
5. Creating and maintaining a safe working environment. This includes providing facilities for staff health and safety at work.
6. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace.
7. Providing appropriate orientation, training and supervision for all new and existing staff.
8. Having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors.
9. Accurately recording, reporting and investigating injuries.
10. A commitment to continuous improvement in health and safety.
11. A commitment to comply with all relevant health and safety legislation.
12. Supporting the safe and early return to work of injured employees.
13. Ongoing evaluation, review and updating of our compliance with our health and safety programme.

Procedure: Hazards and Safety Management

Purpose:

VET Schools recognise their responsibility to maintain a safe environment for staff, students, and visitors to the school.

Procedures:

1. The school and its students and employees will be aware of, and will follow, the requirements of the Health and Safety in Employment Act 1992.
2. The CEO will appoint a Safety Coordinator with oversight for health and safety and hazard identification.
3. The Principal and CEO will meet regularly to ensure a safe environment for staff, students and visitors. Minutes of discussions will be kept.
4. The Principal will ensure staff are informed of, and understand, their responsibility for: managing hazards in their workplace, ensuring their own safety while at work and ensuring no action while at work causes harm to any other person (including other staff, students, visitors and contractors).
5. The CEO will ensure staff are consulted on, and given the opportunity to participate in, processes for the improvement of health and safety in the workplace.
6. Emergency procedures have been developed to cover unforeseen emergencies within the school and all students and employees will be made aware of these procedures.
7. A hazard register is maintained by the Office Manager and updated when a new hazard is identified. The hazard register details the particular hazard and the means identified to either eliminate isolate or minimise the hazard. Staff will be kept informed of hazards.
8. An accident register is maintained in the school office and is to be a complete record of all accidents in the school, be they minor accidents or more serious accidents. All serious accidents will be reported to the Trust Board and/or the Department of Labour immediately (by the Principal) and where appropriate before the scene of the accident is altered.
9. All serious accidents will be fully investigated with a report made to the Principal on the cause, the outcome and the means taken to ensure the hazard is eliminated or reduced for the future. The Principal will keep the Trust Board informed of any such situations.
10. The Health and Safety Officer will undertake a quarterly documented inspection of the school to identify hazards and to review:
 - The operation of alarms and switches, hose reels, emergency lighting.
 - Existence of appropriate signage.
 - Security of safety barriers.
 - Safety of stairs, handrails and means of escape.
11. The school will endeavour to have as many staff as possible trained in first aid. All staff will be regularly encouraged and given training towards holding up-to-date First Aid training qualifications.
12. Staff using hazardous equipment such as woodwork saws, cleaning equipment, chainsaws, water blasters etc. will receive appropriate training regularly.
13. All contractors will be required, as part of their contract conditions, to accept the school's Health and Safety Policy before commencing work on site. Staff and students (via a staff member) should notify the Office Manager

who should immediately pass the matter on to the Health and Safety Officer if they identify anything they believe may cause an accident or injury, be a potential hazard or danger that could lead to injury to action as appropriate. Mechanical equipment will be stored in a safe manner when not in use.

14. The CEO will produce an annual report to the Trust Board detailing any relevant matters.

Procedure: First Aid

Purpose

VET schools recognise their obligations to ensure that the school's health and safety practices support a safe physical environment for students and staff.

Procedure

1. First aid supplies (as specified in point 5) are provided for persons who may be injured at school.
2. All reasonable steps are taken to ensure every person injured at school is given adequate first aid treatment if it is necessary, without delay.
3. An appropriately trained staff member is in charge of all first aid supplies. This person or their deputy is available during normal school hours.
4. A register of accidents is to be kept recording first aid treatments given at school.
5. There shall be sufficient first aid kits to allow easy access and include office area, workshops, as well as portable first aid kits.
6. First aid supplies will be replenished as necessary.

Procedure: Harassment & Bullying

Purpose

VET schools, in providing a safe physical and emotional environment, is committed to eliminating harassment and bullying in any form that causes undue anxiety or stress to others, including:

- student to student
- student to staff
- staff to student
- staff to staff
- staff to parent
- parent to student
- parent to staff

Procedures

1. Harassment and bullying will be addressed with students as part of the Health and Physical Education programme, emphasising its unacceptability and actively encouraging all actual or alleged cases to be reported. Strategies will be provided to students for managing potential incidents of harassment or bullying.
2. Conflict resolution, assertiveness training and peer support programmes will be taught to at risk students as part of pastoral support programmes.

3. Staff will treat all reports of harassment or bullying seriously and intervene to stop the behaviour(s).
4. Staff on duty will be vigilant about patrolling areas and situations where bullying might occur.
5. Staff will take action to prevent harassment and bullying recurring, and problem solve to eliminate the behaviour; and, if serious, report the bullying to appropriate pastoral support leader. Initially, a 'No Blame' approach shall be used.
6. The victim(s) of bullying will be supported and reassured. If violence has occurred or bullying persists parents/caregivers will be advised by a senior leader. Victims will be given 'safe' places to be and the situation will be resolved as soon as possible.
7. If the bully persists with violence, intimidation, harassment or mismanagement of anger, her/his parents/caregivers will be informed and advised of action taken or to be taken by a senior leader. It may include accessing specialised help.
8. Harassment and bullying, serious or repeated, will be subject to the school's normal disciplinary procedures.

Note: Bullying usually has four common features:

- It is deliberate.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- It is difficult for those who bully to learn new social behaviours.

There are three main types of bullying:

- Physical: Hitting, kicking, and taking of belongings.
- Verbal: Name calling, insulting, and racist remarks.
- Emotional: Including social isolation or exclusion.

Procedure: Smoke Free Environments

Purpose

VET schools act in accordance with the requirements of the Smoke-free Environments Amendment Act 2003 to ensure a healthy smoke free environment at our school.

Procedures

1. Smoking is forbidden anywhere within the buildings or the grounds of VET schools Auckland 24 hours a day 7 days a week.
2. Smokefree signs must be displayed at all entrances to school grounds and at every outer entrance to every building or enclosed area forming part of the school premises.
3. The school will inform parents of new entrants of our school's Smokefree Policy.
4. The school will promote our Smokefree Policy in newsletters and notices/panui.
5. All contractors and others working within our school's premises will be advised of our Smokefree Policy.
6. The school will ensure that organisations/individuals using school facilities agree to comply with our Smokefree Policy.

7. The school will promote all school activities outside of our school's premises as smokefree, e.g. field trips, sporting events etc.
8. Breaches of our Smokefree Policy will be dealt with using our Complaints Procedure.

Financial Management

The Trust has existing and substantial policies and procedures for Financial Management. We have developed system that includes budgeting, forecasting, monitoring and reporting. This is done quarterly and adjustments made to practice as necessary.

Governance Policy: Financial Management Policy

The Board is ultimately responsible for the overall financial management of Villa Education Trust and ensuring compliance with accounting principles and practices as required by New Zealand law.

The Management are required to manage the organisation in a sound and professional manner within the budgets, plans, policies and priorities approved by the Board.

Specific Policies:-

- The Villa Education Trust Treasurer will be appointed to liaise with the Management Team to oversee and report on finances.
- The Board and Management will carry out annual financial planning to enable the realistic projection of income and expenses. Once the annual budget is approved, it is expected for management to operate within this budget, and approach the Board for material changes or deviations from the plan
- Accounting records will be kept in a professional and transparent manner
- Audits will be conducted by an external professional auditor approved by the Board
- For capital items or operating expenses over \$1,000, at least two competitive quotes will be obtained where possible, and if outside of the budget will require sign off by the financial sub committee
- Financial reports must be distributed to Board members at least 3 days before Board meetings
- Management or Board members may not approve their own reimbursement expenses over and above \$1,000, and these require to be signed off by at least one other Board member before being approved for payment.

Procedure: Financial Management

1. The finance policies of the school are governed by the Education Act, and in the event of conflicting requirements the Act takes priority over local policies.
2. The Villa Education Trust will properly account for all funds received from any source as required by statute and regulation.
3. Approval for school based fundraising is delegated to the CEO.
4. Annual budgets will be prepared for all known financial activities of the school, both curricular and non-curricular, reflecting sources of finance and planned expenditure. These budgets and any subsequent amendments require the approval of Villa Education Trust. The budgets should reflect the priorities set out in the school charter.
5. The CEO shall consult the Academic Advisor and other budget holders in the school
6. Quarterly financial reports to the Villa Education Trust will be available to enable the Board to adequately monitor the financial affairs of the school.

7. The school will meet the requirements of the auditors as a minimum standard of financial control and reporting.
8. All bank accounts operated in the name of the school must be approved by the Board. School funds must be banked in tact to these accounts, and all expenditure authorised in accordance with written procedures (refer to 'Cash Handling and Banking').
9. A register is to be kept of all school accounts, trusts, investments, and overdraft facilities.

Procedure: Fixed Asset Register

1. Fixed assets are defined as follows:
 - A long-term, tangible asset held for school use and not expected to be converted to cash in the current year.
 - Have been acquired or constructed with the intention of being used on a continuing basis.
2. Expenditure incurred in respect to fixed assets will be capitalised, recorded in the fixed asset register, and depreciated on a systematic basis when:
 - The cost of the asset is greater than \$500 (GST exclusive), except for additions to the library collection and text books which will be capitalised on an individual title basis.
 - The asset has a useful life of at least three years.
 - The expenditure is incurred in the acquisition of, or production of a fixed asset.
 - The expenditure improves the asset beyond its original service potential.
 - The expenditure incurred is **not to maintain or return the asset to its original condition**. Rather, this is a repairs and maintenance expense that will be recorded in the year it occurred.
3. All items purchased under the \$500 threshold that are non-consumable, will be expensed in the year of purchase, and recorded in a School Inventory to inform insurance coverage and expenditure against budget.
4. The cost of fixed assets will be depreciated on a straight-line basis over the period of their estimated useful life. It is assumed the residual value of an asset will be nil.
5. The estimated useful life of assets is as follows:

Classroom furniture	15 years
Office Furniture	15 years
Office Equipment	5 years
Other Equipment	5 years
Computers	4 years
Plant & Machinery	10 years
Buildings	40 years
Leasehold improvements	40 years
Playground equipment/grounds improvements	18 years

6. The estimated depreciation rate of each class of fixed asset is as follows:

- 2.5% for buildings (include lease alterations)
- 10% for plant and equipment
- 33% for computers, electrical and electronic equipment
- 25% for office equipment
- 25% for furniture and fittings
- 20% for motor vehicles
- 33% for software
- 10% for Library Collection - General
- 33% for Library Collection - CD ROM

9. For those assets disposed of part way through the year, no depreciation will be charged. For those purchased during the year, a proportionate amount of depreciation will be charged.
10. The CEO has the responsibility of maintaining an up-to-date Fixed Asset Register.
11. Sets of specialist classroom furniture and equipment with an individual value of \$500 (exclusive of GST) or more per item and having a useful life of at least three years or more will be recorded in the Fixed Asset Register as one item.
12. Assets purchased shall be recorded on the Fixed Assets Register at cost. This includes ancillary cost of purchase e.g. duty paid, delivery and installation cost. Donated assets will be recorded at the value the item would reasonably cost if it was purchased through normal supply channels, taking into account the age and serviceability of the asset.
13. All other fixed assets will be individually recorded and identifiable.
14. Fixed assets will be disposed of/written off when either of the following criteria has been met:
- ~ The asset is no longer usable in the ordinary course of business by the school.
 - ~ The asset is lost or stolen.
 - ~ The asset is beyond reasonable repair.
15. Fixed assets to be disposed of will be identified to the Villa Education Trust by the CEO in writing, with a recommendation for disposal.
16. The Villa Education Trust will approve fixed assets disposal, and where possible, agree on the means of disposal and any cost recovery to be sought.
17. If fixed assets approved for disposal are to be offered to staff for purchase, this will be done by tender and executed by the CEO to recover maximum value.
18. Disposal of assets that are not on the fixed asset register because the asset is under the required value of \$500 must be recorded on the school inventory and any disposal will be in the same manner as 15 and 16.
19. The CEO may delegate the following responsibilities to school staff (including senior teachers) where applicable:
- Receipt and installation of assets relevant to their areas of responsibility.
 - Operational use, servicing, repair and safety.
 - Secure custody.
 - Annual stock-take leading to certification of the correction to asset records.
20. The CEO is responsible for:
- Ordering assets that have been approved for purchase.
 - Maintaining the Fixed Asset Register so that it is accurate and up-to-date.
 - Providing current equipment lists to school staff on a regular timely basis.
 - Control and monitor fixed assets to ensure best use of school resources.
 - To write-off and dispose of fixed assets as permitted by Villa Education Trust.
 - Coordinate an annual fixed asset audit.
 - Ensuring insurance coverage is adequate for assets identified on the Fixed Asset Register and School Inventory lists.
 - Establishing security and systems to safeguard assets, and ensure procedures are made available to school staff

Proactively Released

Hon Chris Hipkins

MP for Remutaka

Minister for COVID-19 Response

Minister of Education

Minister for the Public Service

Leader of the House



Alwyn Poole
Villa Education Trust

Dear Alwyn

Thank you for your application asking me to establish a Year 7–15 designated character school, in Auckland. I understand that since submitting your initial application earlier this year, you have worked with the Ministry to provide further information and have met with Ministry officials to discuss aspects of your application.

The Ministry has provided me with advice, including the estimated property costs of possible leasing arrangements as well as purchasing land and building a school, and the schooling network impacts of a new school in the Auckland CBD. I have considered this information alongside your application and the evidence of demand that you have provided.

The concerns I have with your application are that projected demand for the Year 7-15 student group in this catchment can be met without an additional new school, that there are available supports for all learners in existing state schools, the new school would not materially add to network capacity, and there is no current property provision for the proposed school. The high cost of leased property in your preferred location is not a good investment for the Crown, and would not provide certainty around its location. The Ministry's preferred approach if new schools are established is to purchase land, but the high costs of securing Crown owned land for your proposed school would negatively impact on the Ministry's other land acquisition and school property priorities in Auckland.

Accordingly, I have decided not to progress the consultation process and not to establish the proposed new school you seek.

I understand that this will be a disappointment for you, VET and your parent community. Please contact Isabel Evans, Director of Education in the Ministry's Auckland office if you wish to discuss my decision with her.

Yours sincerely

Chris Hipkins
Minister of Education