Describe the relationships, if any, that you have established to generate engagement in and support for the proposed school. This can include businesses and organisations beyond the immediate geographical community.

NGO’s, Government organisations, the Judiciary, Youth Legal Advocates and the Ministry of Education appreciate the work we do with at risk disadvantaged young people in Christchurch. We have not spoken with the MOE about our plans but all other organisations are excited and support us in our wish to create a school where at risk disadvantaged teenagers can be welcomed without the constraints and protocol attached to the present AE system.

Tait Communications
We have been in discussions with the Senior Vice President of Tait Communications since November 2012. Through its founder Angus Tait this company has an interest in supporting education in Canterbury. They are significant funders of the Canterbury University and have indicated a wish to partner 180 in an appropriate professional education project.

Welk Knitting
Welk Knitting is a substantial local manufacturer and has given ongoing support to 180 since our inception in 2007. The principal Hugh Douglas is enthusiastic about our application and has asked to be kept informed. We rent our present 180 premises covering 468 m² at 68 Orbell Street Christchurch from Mr. Douglas. It is ideal in that it is central. Further space is available. It is possible that we would re-locate to other premises or another area if it enabled us to provide a better service.

Local Trusts
There are local trusts interested in providing financial assistance for our Partnership School initiative.

Evaluation
Reviewers will be looking for:
- evidence that your choice of location and proposed student population is based on some genuine community engagement and identified support
- an understanding of ways to engage with the proposed community, including parents, and
- steps that have been taken to secure support from the wider community.

13 OPERATIONS PLAN

13. Leadership and Governance

List the known members of the school’s proposed governing board and leadership team including their roles within the school. Include a brief description of the qualities, competencies and qualifications that each person brings to their role. Please provide as Attachment 1.

Evaluation
Reviewers will be looking for evidence of:
- a clear organisational structure with personnel who are capable of contributing the wide range of experience and expertise that will be needed to oversee the establishment and operation of a successful school; and,
- evidence of an understanding of the differentiation between governance and management.
2. Staffing

Provide as Attachment 2, an indicative staffing chart for the school. The staffing chart should identify positions to be established in 2014 as well as positions to be added in future years. This information should include proposed:

- school leadership
- teaching positions
- support staff, and
- operational staff.

Please include the nature of qualification/experience which will be expected for each group. This chart should only identify positions, not specific individuals.

Evaluation

Reviewers will be looking for a staffing chart that clearly identifies roles that will support the statement of purpose and goals of the school.

3. Proposed Enrolment

Complete the following table for the year levels your school intends to serve.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>At Capacity</th>
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<td>24</td>
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</tr>
</tbody>
</table>
Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.

We have the facilities and staff available to enlarge our school greater than the current 180 AE role of 1:4. The expansion of growth between 2014 and 2015 is that we will maintain the 1:4 teacher to student ration and therefore will have another teacher.

Through experience and observations with our 180 Young People, we would like a larger number of year 11-12 students. They tend be less motivated towards education during these years and are more often not engaged in any positive activities. However they are the most important years to gain necessary qualifications, experience and skills they need to be successful in employment and in order to become independent.

Evaluation

Reviewers will expect a table which demonstrates sustainable growth and a rationale which supports the statement of purpose.

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4. Proposed Facilities

What facilities will you need to accommodate your school at set-up and at full enrolment?

Appropriate space and resources (tools, computers, stationary etc), staffing ratio 4:1 and appropriate qualifications for these staff members, Individual Development and Education Plans, vehicles for travel and pickups if necessary, outdoor equipment, musical resources and space, sports equipment – pool table etc.

Describe how you intend securing these facilities.

We currently operate from large premises at 68 Orbell St that are 488m² in size. We have the capacity to increase/change the functionality of our current space and to re-arrange classrooms as required. We own a large amount of outdoor equipment, 3 four wheel drive vehicles including an 11 seat van, have a fully functional musical area, pool table, general “chill area”, kitchen as well as toilets and shower facilities.

We are located in close proximity to a public park which we use on a regular basis to promote fitness and physical activities. We own all our own high tech outdoor clothing, sleeping bags, walkie-talkies, tents, overnight and day backpacks and water sport equipment which we are able to convey on our trailer to any suitable location. We have based our projections on being able to manage the role within our current premises.

Our teaching staff would have a minimum of the following qualifications/experience

- Head Teacher  Bachelor of Education
- Other teaching staff  Minimum of 2 years experience with youth

All staff would need to have the following;
- current drivers licence
- agree to an employment vetting with NZ Police
- current first aid certificate

Staff who are expected to carry out any outdoor activities would be expected to have relevant outdoor educational qualifications and experience, for example outdoor leadership, mountain safety, mountain biking, river safety and rafting. All of our activities locations are fully reconnoitred and Risk
Assessment Management (RAMS) are completed together with a review of all participants' abilities/limitations.

All staff employed would be subject to an individual Development Plan, would have monthly professional supervision as well as fortnightly peer supervision and be expected to undertake ongoing training opportunities as provided.

We are well resourced with desks, technology and consumables which we would add to as required.

**Evaluation**

Reviewers will expect to see evidence that you know what facilities you need to support your school as it develops and how you will go about securing these.

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**D. BUSINESS PLANNING**

Establishing a Partnership School | Kura Houria will require expertise in areas such as:

- financial management
- fundraising and development
- accounting.

How will you access this expertise?

We have been operating as a charitable trust since 2007 and as an Alternative Education provider since 2010. We currently dedicate a resource to manage our administrative, compliance and fundraising activities. We are heralded as a very successful provider of both youth development services and Alternative Education.

We use the accounting services provided by Canterbury Education Services, whom produce for us monthly and annual financial statements and have a yearly audit with a Chartered Accountant.

Describe any partnership arrangements that you have in place or planned to support the business plan and the operation of the school.

As per section 3 –

NSOs, Government organisations, the Judiciary, Youth Legal Advocates and the Ministry of Education appreciate the work we do with at risk disadvantaged young people in Christchurch. We have not spoken with the MOE about our plans but all other organisations are excited and support us in our wish to create a school where at risk disadvantaged teenagers can be welcomed without the constraints and protocol attached to the present AE system.

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Weft Knitting

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Local Trusts
There are local trusts interested in providing financial assistance for our Partnership School Initiative.

Evaluation
Reviewers will be looking for evidence that:

- the school has access to financial expertise, and
- partnerships are appropriate and support the statement of purpose and goals.
ATTACHMENT 1 - Leadership and Governance

180 Degrees Trust Board Of Trustees

The Board Chair
H S Nutt

Secretary/Treasurer/Managing Trustee
J M Nurse

Trustees
H A Douglas
H J D Rolleston
P J Glasson

S 9(2)(a) OIA

Short Bio for Trustees

Simon Nutt


Jeremy Nurse


Hugh Douglas

Knitwear manufacturer, started business in 1982, now employs 70 staff. Passionate about New Zealand made, the “trickle down” value this creates to the local economy as well as enticing young people to make a career path in the textile industry. Currently on the board of the Apparel and Textiles Industry Training Organisation. (ATITO). On the Fundraising Committee for the Canterbury Charity Hospital. Agreed to join 180 degrees trust due to prior involvement with Jeremy and Grant through my company’s support of Delta Community Trust. I have a history of providing financial support to charities – both locally, nationally and overseas – but only those charities at “grass roots level” that show the passion to achieve.

Humphry Rolleston

Has been in business on his own account for over 30 years and owns a number of private businesses operating in New Zealand and the United Kingdom. He is a director of four New Zealand public companies, Sky Network Television Limited, Property for Industry Limited, Broadway Industries Limited and Infratil Limited. He is Chairman of Craigpine Timber Limited, Fraser Macandrew Ryan Limited and Murray and Company Limited in New Zealand.
Cilla Glasson

180 Degrees Trust
Partnership School Proposed Staff Chart

180 Degrees Trust
Board of Trustees (7)
Through Managing Trustee

Teaching Staff (5) Including Head Teacher

Support Staff
.5 FTE

Students (4)  Students (4)  Students (4)  Students (4)  Students (4)