based on gathering information to promote student engagement, progress and achievement.

Data analysis will be based on three phases. First the information is gathered, "This shows what is happening". In the second phase the data is turned into information. Lastly the information is used as evidence to make decisions, determine priorities and develop action.

Students' strengths and learning needs
What do our students know and what do they need to learn to do?
- Build students' assessment capabilities through assessment for learning
- Assess the achievement of individuals using expectations from the New Zealand Curriculum or Te Marautanga, from learning progressions and standards as reference points (in literacy and numeracy) and working with students to identify what they know and what they need to learn to do
- Use the assessment information to set high standards

What do we know?
Understand the diagnostic possibilities of different tools
- Gather a broad range of evidence including informal and norm-referenced tools

Attendance
How well have we engaged with the student and family to ensure the student attends regularly?
- Meeting with caregivers to develop action plans for low attendance
- Providing support for students to access healthcare

Behaviour, social and cooperative skills
How well have we implemented the key competencies or graduate profile?
- Working with students to identify social development goals
- Keeping a daily or weekly behaviour log
- Providing support services via our support services
- Implementing cooperative learning strategies
- Using other providers to enhance the programme

Curriculum Review
How does the programme, curriculum promote learning?
Students
- Students are subject areas they are interested in
- Developing curriculum goals with students
- Planning reflects strategies to engage students
- Students evaluate learning each term
- Caregivers are informed about the school programme and their children's subject choices

Professional Development
How well have we supported staff?
- A professional development plan for each staff member has been developed
- Staff members have completed self evaluations, peer evaluations
- Details of any training staff have completed
- Staff have input into policy review and development

Assessment
Purpose
To determine students' capabilities and learning needs
To monitor the effectiveness of programs for individuals and groups of students

Objectives
- First priority is given to assessing student achievement in literacy and numeracy.
- Assessment information is used to identify students who are not achieving or at risk of not achieving.
- Assessment methods benefit student learning.
- Methods of assessment are manageable, efficient, and use a range of information gathering procedures. No one test on its own is a sufficient measure.
- Assessment information is regularly used by teaching staff to give students specific feedback.

Specific assessment tools used can be but are not limited to PROBE Reading Assessment, Compass Computation Assessment, AsTTe, Assessment Resource Banks (ARBS) for English, Mathematics and Science.

Curriculum Overview

Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TMA), please describe how this aligns with the key elements of one of these documents.

Click here to enter text.

Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.

Explain how your program is student-focused with clear goals for student achievement.

Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.

Key teaching practices require the learner to be an active participant in the teaching and learning process. These practices ensure engagement from the learner. Assessment practices are to ensure that the assessment is for learning rather than just gathering information. It will inform both the student and the teacher how the student is learning and what their next learning step will be.

How will the learning environment look through the eyes of a learner in your school?
Evaluation

Reviewers will be looking for an overview which demonstrates the following qualities:

- The learning, teaching and curriculum overview is clearly presented and strongly supports the school’s statement of purpose and goals.
- If the NZC / TMoA are not the core documents, there is a clear description of how the proposed curriculum aligns with one of these documents and there is clear reasoning behind the selection of the proposed curriculum.
- There is a coherent explanation of why the proposed model will meet the needs of the proposed population.
- The strategies described in the learning, teaching and curriculum overview will enable the school to achieve its stated goals.

3. Community and External Engagement

Briefly describe the steps you have already taken to assess demand and/or support for the school and summarise your findings.

We administered an online survey and invited targeted community groups, government department and individuals to participate. There was a high percentage of positive feedback for a partnership school to work with at risk youth in the area.

What will be your next steps to secure parental support and student enrolments?

This would include a series of community forums for members of the public, advertising through community networks, local newspapers. Possibly starting mid-year.

How would you engage with the parent community on an ongoing basis to ensure their engagement with, and support for, learning?

Purposes
To communicate information to parents about their children’s progress, achievements and
general wellbeing
To involve parents in decisions concerning their children’s learning priorities and general well-being
To ensure the information is relevant to parents

Objectives
- Reporting gives clear and dependable accounts of student achievement and attitudes in relation to their age and stage at school
- Reporting highlights progress, strengths and areas needing focus, improvement and home support
- Reporting information is drawn from
  Observations of student day-to-day work, activities and attitudes
  Progressive samples of students work over a period of time
  Results from tests, surveys and other data contained in assessment records
- The school programme follows a term programme of formally reporting to parents
- Within the first 20 days of enrolment a IEP meeting with student and caregivers
- In the last 2 weeks of term a parent-teacher interview to discuss progress
- In the last week of term a written report of progress sent home to parents
- Parents are encouraged to contact the programme at any time if they wish to discuss the progress of their child

Describe the relationship, 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.

We have full support from Wairarapa Child and adolescent mental health services (Wairarapa DHB), they are also interested in having representation on the governance board.

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.
3. OPERATIONS PLAN

1. 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.

We are currently finalising this.

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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

Describe the rationale for the number of students and year levels served in 2014 and the basis for any planned growth.
Evaluation

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

4. Proposed Facilities

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

We are currently considering an ex-MOE School that is for sale in Masterton.

Describe how you intend securing these facilities.

It would require our organisation taking a business loan to secure the building.

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.

4. Business Planning

Establishing a Partnership School | Kura Houna will require expertise in areas such as:
• financial management
• fundraising and development, and
• accounting.

How will you access this expertise?

We are currently developing relationships with the business community in Mastermore, if possible we hope to have governance board members that have expertise in financial management. We would also include a part time accountant as part of our staffing.

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

Click here to enter text

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.
Mission
We will provide an inclusive and culturally diverse teaching and learning environment that will foster and engage all students in a wide range of learning opportunities.

Values
Whanaungatanga- school, students, family, community
Manakitanga- building concern for others, respect, kindness, responsibility, compassion
Hauora- wellbeing, using the 4 concepts of the whare tapa wha
<table>
<thead>
<tr>
<th>Priority 1: Identity and Cultural Diversity</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop their own sense of belonging and self-esteem</td>
<td>Develop an understanding of human rights</td>
</tr>
<tr>
<td>Recognise the value of diversity within and between identities, groups and communities</td>
<td>Explore global dimension concepts including conflict, diversity, social justice and sustainable development</td>
</tr>
<tr>
<td>Understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people in Aotearoa New Zealand and recognise that these have shaped and continue to shape life here</td>
<td>Make links between personal, local, national and global issues</td>
</tr>
<tr>
<td>Understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these</td>
<td>Develop skills that will enable them to identify and challenge injustice, prejudice and discrimination</td>
</tr>
<tr>
<td>Understand the need for everyone living in a democracy to participate in decision-making</td>
<td>Understand and potentially make their own distinctive contribution to local and global communities</td>
</tr>
<tr>
<td>Understand the factors that influence and change places, communities and wider society, such as migrations, economic inequality and conflicts</td>
<td>Explore their own identities</td>
</tr>
<tr>
<td>Recognise Aotearoa New Zealand’s changing relationship and interconnections with the rest of the world</td>
<td>Discuss and question a range of opinions, values and beliefs</td>
</tr>
<tr>
<td>Critically reflect on the shared and diverse values in society</td>
<td>Engage critically with controversial issues, including national identities</td>
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<td>Take action and participate in decision-making with others as informed and active citizens</td>
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<td></td>
<td>Communicate with people of different beliefs and faiths</td>
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<tr>
<td></td>
<td>Collaborate with different people, form new friendships and try new and culturally diverse experiences.</td>
</tr>
</tbody>
</table>
### Priority 2: Healthy Lifestyles

| Understand the characteristics of a healthy lifestyle, such as healthy eating and regular exercise |
| Discuss sensitive and personal issues such as sex, drugs and relationships in an informed way and offer informed advice to others |
| Understand the consequences of the choices they make and that healthy lifestyle choices can contribute to physical, social and mental wellbeing |
| Develop the self-respect and confidence to make responsible, informed and healthy choices about their lives |
| Develop and maintain positive relationships with a wide range of people in a variety of settings, including work, home and the wider community |
| Experience a range of activities that can contribute to a balanced, healthy lifestyle |
| Explore contrasting lifestyles found in their own and others' communities and how these affect people's sense of wellbeing |
| Consider social and moral dilemmas, including the varied attitudes and values underpinning some of the healthy lifestyle issues they encounter in their own and others' communities |
| Meet, talk and work with a range of people, including professionals from the health and emergency services |
| Find information and advice, for example through help lines and websites, and learn how to provide information to others |
| Feel positive about themselves, for example by giving and receiving positive feedback, and keeping a record of their progress and achievements |
| Analyse the choices they have and the decisions they make and the extent to which these provide them with a sense of physical, social and emotional wellbeing |
| Develop skills around peer minimisation, risk management and positive development |

### Health and Physical Education

| Develop skills and attitudes for resolving conflicts and managing personal feelings on occasions of disappointment, fear, frustration, anger, boredom, loneliness, sadness and loss |
| Value personal fitness and participate in regular physical activity |
| Participate in health and drug education |
| Meet, talk and work with a range of people, including professionals from the health and emergency services |
| Find information and advice, for example through help lines and websites, and learn how to provide information to others |

### Science

| Identify and name the basic parts and organs of the human circulatory and gaseous exchange systems and explain their functions, including: |
| - human circulatory system - the heart, blood vessels, blood, blood pressure and clotting - gaseous exchange system - lungs, nose, throat, bronchi, bronchial tubes, diaphragm, ribs and breathing |
| Describe respiration as the activity that releases energy from food as a fuel to maintain the body's activity |
| Describe the changes as humans develop from birth to old age |

### Living World: Life Processes

| Understand the life processes of cells, including reproduction, growth, nutrition, respiration and excretion |
| Understand the life processes of organisms, including growth, development, reproduction, nutrition, respiration and excretion |
| Understand the life processes of populations, including birth, death and migration rates |
| Understand the life processes of communities, including the interactions between species |
| Understand the life processes of the environment, including the impact of human activities on the environment |
| Understand the life processes of the earth, including the history of life on earth and the impact of human activities on the earth |

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example through help lines and websites, and learn how to provide information to others.

- Feel positive about themselves, for example by giving or receiving positive feedback, and keeping a record of their progress and achievements.

- Analyse the choices they have and the decisions they make and the extent to which these provide them with a sense of physical, social and emotional wellbeing.
### Priority 3: Community Engagement

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explore the weaknesses and strengths of the communities they belong to and ways that change can be made or resisted</td>
<td>- What are the biggest challenges facing our planet and how might they alter its future?</td>
</tr>
<tr>
<td>- Engage with and influence decision makers within their own communities and be part of the decision-making</td>
<td>- How can I enjoy good quality of life without transferring problems to people in other parts of the world?</td>
</tr>
<tr>
<td>- Participate with others in meaningful community activities with real outcomes</td>
<td>- How can I help look after the planet for future generations?</td>
</tr>
<tr>
<td>- Engage in dialogue with a range of outside individuals, groups and organisations</td>
<td>- What can I do to improve the place where I live?</td>
</tr>
<tr>
<td>- Consult with and collaborate with those in their community, including those they may not usually associate with</td>
<td></td>
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</tbody>
</table>

- Investigate the concept of community and those communities they belong to
- Identify the diverse interests, priorities and concerns that communities have and how these can be balanced
- Understand the importance of acting together in their communities to bring about improvements and strengthen community pride
- Evaluate the rights and responsibilities of people and groups within communities and in the context of the issues they are taking action on
- Identify individuals, groups and organisations within communities that can assist with bringing about or resisting change
- Examine how sustainable communities evolve, change and diversity over time
- Recognise the value of diversity and expertise within their communities
- Critically reflect upon the impact of people’s actions