Biblical views, the knowledge of God is foundational to all other knowledge. Once the foundation is well laid, any pursuits of any other knowledge would be successful.

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

The stated goals would be definitely met if the teaching practices and evaluation and assessment strategies would be in line with the Biblical world view and principles.

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

The learner in this school will view this learning environment to be very safe and for most of them, it is a very familiar environment for they come to the same place for worshiping on Sunday and for community activities during some of the week days. Academically, learners will be recognizing the high standards that the curriculum expects of them and with the guidance of the teachers and the support of the parents; they would then be motivated to meet those expectations.

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 and/or AQA 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.

There has not been a formal assessment of the demand and support for the school but taking from experience, we have in the past, including the beginning of this year (2013), parents taking their children from this school to state schools for various reasons. The predominant reason has been because of financial constraints. However, not long, parents bring their children back to us and it is usually because they are more impressed with the curriculum and the philosophy of education that we deliver here. They wanted to compromise their financial needs so that their children would be able to have access to Christian education.

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

This school has been in operation for about 8 years now and during these years...
parents have been pivotal in making sure that the needs of the school are met. Their commitment to making sure that the school operates has been amazing considering their low socio-economic status.

Maintaining the constant dialoguing and communication (formal or/and informal) with parents does miracle with the school’s ability to maintain parents’ support of the school.

Parents’ prayer meetings are a great source of strength for the school/parents relationship.

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

**Parents**

Although not formally part of the administrative structure of the school, parental support and involvement is critical. Home/School partnership is foundational to our philosophy, and the school strongly encourages the active involvement of all parents in school activities. We believe that a school functions best where parents are given the opportunity to be a part of the total programme, involved in any area where they feel they can offer assistance.

As part of our commitment to this partnership:
- the primary line of communication and management of involvement is through the School Manager
- regular meetings are held for parents to communicate important matters relating to their child’s education and the on-going development of the school
- parents also have informal and scheduled interaction with teachers
  - Parent teacher interviews are held at the end of Term 1 (early progress report) and following the issue of the mid-year report. Parents have the opportunity to speak with the teacher(s) regarding the student’s progress.
  - At any time during the year parents may discuss their child’s progress by making an appointment to speak with the teacher after school.
- parents can be involved with small groups in areas of a parent’s particular skill
- parents can visit classrooms during the day (by arrangement with the school office)

The Parents’ Fellowship is the umbrella organization that co-ordinates the activities of parents throughout the year to bring the maximum benefit to the school and its pupils. All parents and other adult family members are encouraged to actively participate in the many activities and events sponsored by it.

Parents’ Fellowship events include
- parent orientation sessions (during registration time), social events, Gala etc.
- fundraising activities to purchase classroom materials and to support the school and its teachers in many other ways.

The need for prayer for the teachers and students is vital and Christian men and women are asked to intercede on behalf of the school on a weekly basis.
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.

The main networking relationships that are already established are that with the church, Parents and Teachers Fellowship, the Association of Christian Independent Schools and the New Zealand Association of Christian Schools.

The church and the parents take care of fundraising activities. The manager, teaching staff and the clerical workers attend conferences organized by both the Association of the Christian Independent Schools and the New Zealand Association of Christian Schools.

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.

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.

Please refer to Attachment 1 (Management Chart of PCS)

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.

Please refer to Attachment 2 (Staffing Chart)

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 Enrollment

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

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<tr>
<th>Year Level</th>
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<th>2018</th>
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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.
Since we are an already existing school, our number of attendance in 2014 especially from Yr. 3 up to Yr. 8 would be very much shaped by the number of students who are already attending this school in 2013. There is an anticipation of a consistent growth of students attending PCS from 2015 to 2018 which builds up to a capacity of 20 students per class by 2018.

The capacity of 20 students per class by 2018 is a record of growth compared to only 13 average of students per class in 2013.

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

### Proposed Facilities

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

The venue 148 Coronation Road/Mangere Bridge /Manukau/Auckland School facilities are built together with the church facilities on the above-mentioned site. There is also a big hall which is available for the use of the school on wet weather.

Describe how you intend securing these facilities.

These facilities belong to the sponsor church and this is where the school has been operating in for the last 8 years. The church had the vision to have these facilities on site for the purpose of providing education for the children of its members. Therefore, these facilities are well secured for the use of the school.

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.

### Business Planning

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

- financial management
- fundraising and development, and
- accounting.
How will you access this expertise?

School Services Ltd takes care of the accounting matters of the school. The church and the parents body (Parents and Teachers Fellowship) takes care of fundraising.

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

School Services Ltd is paid to do the following:
1. Monthly processing of the bank accounts into our accounting system.
2. Bank reconciliations and preparing a monthly report for the school.
3. Monthly reporting sent to school on a monthly basis – includes a bank reconciliation, monthly report to show the financial position and financial performance, and transaction listing.
4. GST return preparation every 2 months.
5. Annual accounts prepared according to ministry and audit standards every year, working with the auditor to get signed accounts.
6. Advise to the school on financial matters – both if requested or if we pick up an area school need advice.
7. Preparing the budget for 2013, and will be an ongoing support in future years.

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.
The Management of Pacific Christian School

God has established the ministry of Pacific Christian School as a unique expression of his calling for children to know him and serve him; to be under the nurture and instruction of their parents and/or those delegated with parental responsibility to learn about him and his work; and to grow into maturity as faithful, wise, knowledgeable and skilled servants who honour him in all they do, engaging constructively in the community.

Five distinct elements shape the special character of Pacific Christian School:
- its Tongan heritage and the commitment to nurture and express Tongan culture
- its relationship with the Church
- its relationship with families
- its engagement in New Zealand education and life, and the commitment to nurture and express New Zealand culture
- and, above all, its Christian faith

Pacific Christian School recognises that it has a responsibility to God
- to conduct its affairs with integrity and good order
- to care for its whole school community with grace and faithfulness
- to meet all legal and statutory requirements uprightly
This document was adopted by the Board on [insert date] and is set for review on [insert date].

Therefore be formally adopted by the Board before they are put into effect. Hence, after approval of this structure, while authorized, must work policies, duties and responsibilities, and school ministry will be given effect. Hence, after approval of this structure, while authorized, must work policies, duties and responsibilities, and school ministry will be given effect.

Nevertheless, for the school to function effectively, this document has been adopted by the Trust Board as a definitive policy document upon which this document describes the present management of the school. It is neither the prescription with which the school began nor is it a blue-print for the school to function effectively. Hence, in describing how the school is presently structured, clear lines of responsibility and ministry are identified while acknowledging that in response to the changing needs and flux of the school community, adaptation of the present structure is expected.

This Pacific Christian School has developed a dynamic structure that is an expression of its unique calling rather than one molded by any prescribed management model.
The Headship of Christ

- As a steward of Christ, does the will of God from their heart, serving wholeheartedly as set forth in Ephesians 6:5.
- Acts as a representative of Jesus Christ, exercising spiritual authority, service, and responsibility.
- Openly seeks and accepts advice, suggestions, and assistance.
- Exercises their own role in faith with integrity.
- Accepts and honors their respected roles and functions.

Pakehe Christian School will instruct, work, make effective, and fulfillivity within each person and each group within the school community.

This provides a model for (among other things) Pakehe Christian School. Each person in the school community is imbued with the whole dignity of God.

A Trinitarian Model of Authority, Submission, and Consultation
Engagement in the preliminary stage of disciplinary and complaints procedures (pertaining to both staff and pupils)

Appointments and discipline of staff and volunteers on the advice of the School Manager

Appointments of the school's School Manager

Evaluating the degree to which policies are being effectively implemented

Evaluation of the school's performance and the effectiveness of its policies

Maintaining compliance in all matters of the school

Il is responsible for:

The Trust Board is the Legal Manager of the school.

Board

Tokako Christian

Role Descriptions

The Church appoints the Board, and holds the Board accountable for ensuring its work is carried out in the Church's charter.

The Church maintains the Board, and holds the Board accountable for ensuring its work is carried out in the Church's charter.

Each behaves as a personal follower of Christ within their respective churches. Each represents the Church's interests in the community. Each is a member of the community, and represents the Church in the community. Each is a member of the Church, and represents the Church in the community. Each is a member of the Church, and represents the Church in the community.