INDICATION OF INTEREST

in applying to operate a
Partnership School | Kura Hourua opening in 2014

Green Hill College

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

Please send the completed document and direct all questions to
chair@partnershipschools.education.govt.nz

The Partnership Schools | Kura Hourua Working Group
CONTENTS

1. Foreword from the Chair of the Partnership Schools | Kura Hourua Working Group
2. Indicative Timeline
3. School Contacts and Profile
4. Statement of Purpose and Goals
   A. Purpose, Mission/Vision
   B. Goals
5. Educational Plan
   A. Proposed Student Population and Educational Need
   B. Learning Environment, Teaching and Curriculum
   C. Community and External Engagement
6. Operations Plan
   A. Leadership and Governance
   B. Staffing
   C. Proposed Enrolment
   D. Proposed Facilities
7. Business Planning

The Education Amendment Bill sets out the legal framework for Partnership Schools | Kura Hourua and is currently being considered by the Education and Science Select Committee. The Select Committee is due to report back to Parliament by 18 April 2013.

The application process for Partnership Schools | Kura Hourua is subject to the passage of the education Amendment Bill through the House of Representatives.

Information supplied in this indication of interest will be subject to the Official Information Act and may be scrutinised by a Select Committee or external agencies (e.g. Office of the Auditor General). All parties submitting an indication of interest should assume that the full content of their submission will be released in due course.
In completing this Indication of Interest please single click on the shaded text box and type in your text.

**Proposed School**

Name: Green Hill College

**Proposed Sponsor**

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Hourua. The sponsor of a Partnership School has to be a "body" such as a board, trust, company, or other legal entity.

The sponsor is able to delegate any of their responsibilities to a third party, for example they may nominate a person to manage the school from day to day, but they are ultimately responsible for the contract with the Crown.

Despite the name, the sponsor is not necessarily required to provide funding for the school, although they may do so.

Name: Sabbath Real Advent Church (NZ)

**Primary Contact**

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your Indication of Interest.

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9(2)(a) OIA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone: Day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9(2)(a) OIA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cell phone:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9(2)(a) OIA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9(2)(a) OIA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fax</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S 9(2)(a) OIA</td>
<td></td>
</tr>
</tbody>
</table>

**School Profile**

- **School Type**: (e.g. primary, middle, secondary, bilingual, immersion) composite
- **Proposed location**: 356 Rangiwhia Rd, RD 54
  Kimbolton 4774
- **Year levels in first year of operation**: Years 1, 2, 3, 7, 9, 10
- **Year levels at full enrolment**: Years 1-13
A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

Currently we operate a successful Early Childhood Education centre called Little Ark Christian Enviro Preschool with an outdoor context focusing on nature, sustainability and health. We want to extend our education programme to open a Partnership School, Kura Haurua, so we can offer all children in our community full engagement in a holistic education with solid academic results.

We live in a rural locality with 3 hectares of gardens, greenhouses, trees, woodlands, and grassy hills where there is no faith-based primary school, or is there a secondary school within easy commuting distance. Our vision is to open a school that focuses on 21st-century thinking and learning, that connects the academic to the practical, producing excellence in students’ work and attitudes. Our goals fulfill the purpose of the Partnership Schooling initiative which provides an optimum framework within which to operate.

ERO (2012) has identified the priority learners as Māori and Pacific, those from low socio-economic backgrounds, and students with special education needs. We also locally experience an over-representation of young people living in rural communities who are generally less engaged in their academic education. They will benefit from our relevant programme that draws upon the contribution that students bring because of their rural, practical focus. This connects with their identity, upon which we can build robust academic achievement. We experience this high level of engagement with our preschoolers and their whānau.

Describe the school’s distinctive mission/vision and how it will enable student engagement and achievement.

Our vision is for all students to live joyfully in and for a changing world, becoming lifelong learners and thinkers.

We plan to create a wairua tanga of Christian culture where positive and effective learning dispositions are achieved by all students. Our education programme reflects our Christian principles and values which are applied practically and socially (e.g. growing food together as part of think global act local). We operate under the auspices of a Bible-based protestant church where we promote responsible collaborative teamwork, shunning hierarchical, dogma-ridden theology in favour of practical values that enrich the lives of others and help those in need.

Our Partnership School, Green Hill College values:

- All-round character development (physical, intellectual, spiritual and social)
- Learner autonomy (taking charge of one’s own learning, self-motivation)
- Critical and creative thinking (thinking outside the box)
• Collaboration (learning together and taking risks to achieve the chosen goal)
• Practical wisdom (learning by applying)

Our practical cross-curricular approach brings relevance to the students' learning, especially to those who are currently underachieving academically and in danger of losing interest in learning, despite practical and creative abilities. A culture of how to think, not what to think, enables students to take ownership of their own learning, by focusing on self-chosen tasks and reflecting on the processes from which the outputs come.

The wairuatanga of a faith-based educational environment can inspire young people to develop their potential and empower the mana of children from diverse cultures to live by their highest values.

2. Goals

What are the school's performance goals and how will these be measured?

Our performance goals connect with the New Zealand national standards learning matrices and NCEA achievement. Because we have no school enrolments yet, we do not have a baseline from which to measure performance and improvement. However, we plan to take baseline measurements in all the tests described below, then re-test as appropriate, and expect improvement within a two year timeframe. We will measure achievement using triangulated data in order to form a robust picture of each student's learning indicated in the national standards.

1. Literacy Goal:
All students will become competent readers, writers, speakers and listeners of English.

Our target is to improve underachieving students' STAR reading level by one stanine over a period of two years. Underachievers are defined as students whose measured STAR reading is below stanine 4. For all other students we expect maintenance of their STAR stanine level.

Further to this we also have a school-wide goal relating to STAR reading stanines. We don't yet have the baseline figures, but if our baseline testing shows that less than 70% of our students score stanine 5 or above, then we would clearly state the goal of either (a) attaining 70% achievement of stanine 5 or above within two years OR (b) a school improvement of 20% for achievement of stanine 5 or above within two years (measured over the same group of students).

Similarly we will test all aspects of literacy using the following range of measurement tools, expecting improvement in line with the stated STAR goal.

Literacy Measurement:
Within six weeks of the beginning of the school year we will collect baseline literacy data for each child. Our choice of triangulated tests for literacy achievement are as follows:
• STAR reading test (years 3-9) will be used twice a year, in March and November.
• PROBE reading, fluency and comprehension test (years 2-10) will also be used twice yearly, or each term if necessary.
• PM Benchmark reading assessment resource will be used for the younger children (years 1-2) focusing on both decoding and comprehension.
• E-as-iTell Reading online assessment tool (years 4-10) will be used to complement the data triangulation.

2. Maths Goal:
All students will be competent with numeracy, and will have established positive attitudes towards fundamental mathematical concepts and daily usage thereof. We expect significant relative improvement for students who perform demonstrably below the national standards in baseline testing on a student-by-student basis. It is difficult to give exact numbers without baseline data in hand, but as with the literacy goal we see a 20% performance improvement as significant for an underachieving student.

Maths Measurement:
Again we will use a range of numeracy and mathematical concept tests as we see the triangulation of data necessary for a more accurate representation of true student ability:

• PAT testing will take place twice yearly in March and November, with all students in years 2-10.
• NumPA numeracy test will be used throughout school, twice yearly (years 1-10).
• GloSS assessment will be used every second term.
• IKAN numeracy test will be used every alternate term with GloSS.

3. Engagement Goal:
We will use the NZCER student engagement survey “Me and My School” in the third term of each school year (years 7-10). Our goal is to realise significant improvement in student engagement between the first and second years of assessment. We will also use the results of the survey to monitor how the emotional environment at school is aiding the students' learning and implement changes as appropriate.

4. Attendance Goal:
A regular level of attendance (95% would be considered good) is an important contributing factor to the realisation of our achievement goals. We target the elimination of all unjustified absences.

5. NCEA Goal:
NCEA achievement is significant to us as a goal where it supports the students’ chosen career or further study path. We aim for all students who target to achieve NCEA (at any level) to reach their desired goal. Some students may need two years to reach, for example, NCEA level 2, and we will do everything possible to support them to reach this goal. It is also our opinion that in every possible case a student should achieve a minimum of NCEA level two during their school education.
Settling-In Period:
For underachievers who enrol, we expect six months of “settling-in” time before they will appear to improve, in order to allow for the implementation dip.

Evaluation
Reviewers will be looking for statements of purpose and goals which:
- are clear, focused and compelling
- are likely to produce high-quality outcomes
- express clear guiding principles, and
- are the driving force behind all other components of the IOI.

It needs to be clear to reviewers that the school's proposed educational, operations and business plans are all aligned in support of the purpose, mission/vision and goals.

Goals should be specific, measurable, attainable, relevant and time-bound.
1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

We envisage student enrolments from the same locations as the catchment area for our ECE centre, which are the rural, largely farming villages of Kidboton, Rangiwhaia, Apiti, Kiwitea, Cheltenham, and possibly the nearby town of Feilding. We anticipate enrolments from underachievers and families who choose to educate their children with us because they appreciate our practical Christian values and want to continue with the same educational approach as demonstrated in our ECE centre. Māori/Pasifika students approximate 25% of our ECE enrolments.

Many of the proposed student population are farming kids who work outdoors with their parents from a young age, and have an attitude for practical hands on problem-solving. It would be beneficial for our isolated rural secondary students to be able to have their educational needs met locally. There is a bend to move into town because of the isolation for particularly secondary students, which is disruptive, and not viable for farming families. Commuting by bus for up to one hour each way per day also has its drawbacks, particularly for underachieving and socially vulnerable students. Bullying on the bus is a significant problem that has a detrimental effect on underachievers' morale and academic learning.

These students need an education that builds on their current skills set. Success builds success.

Describe any challenges to learning that the proposed student population may face.

The above educational needs of this student population give rise to the following challenges for them:

- ability to achieve academically.
- connecting their learning to their rural lifestyle and their existing interests, experiences, talents and expectations
- disengagement through lack of motivation and/or relevance
- lack of opportunities to develop social competence due to isolated location

Other challenges this student population may face include:

- SLDs (Specific Learning Disabilities e.g. dyslexia, dysgraphia, dyscalculia)
- HDAD, social disorders and behavioural dysfunction
- mind-blocks to learning (resulting from irrelevance or poor teaching/learning practices)
- Māori children from our community don't have a strong connection with their heritage because there has never been a marae here nor iwi. As a result Māori te reo and culture are often not valued in the home, which is an added challenge for these children's identity
lack of access to high-speed rural internet and computer time at home, general lack of ICT literacy in the home
isolated location results in limited access to after-school activities, including music lessons, gym, and social interaction
children transferring to us who have suffered bullying resulting in withdrawal and reduced self-esteem and feelings of academic inadequacy.

Evaluation
Reviewers will be looking for statements that demonstrate:

- a knowledge of the educational and other needs of the proposed student population and the area in which the school will be located, and
- a clear intention to target and attract the Government’s priority learners, including Māori, Pasifika, learners from low socio-economic backgrounds and learners with special education needs.

Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.

Our education programme includes academic, creative, practical and social elements, based on the values and beliefs of Christian principles, which all contribute to composite learning. Our learning model targets academic underachievers, extending their learning from the familiar to the unknown, developing their learning dispositions and building the mana of learning power, by recognising and valuing practical and creative abilities either latent or visible. A culture of active thinking encourages the children to take control of their own learning which includes self-regulation and reflecting on learning processes.

Another element is the intrinsic involvement and contribution of the pupils. Our young people become achievers when they are contributors to the educational programme. Therefore a key aspect of our programme is practical competency, for example, growing food for the local community. As the school community collaborates to achieve this goal, creative and practical intelligence is harnessed, while scope is provided for extending academic and social intelligence across the curriculum. Other practical working areas include carpentry, beekeeping, baking, tree nursery propagation and caring for the sick.

We see the value in an apprenticeship-style education.

Our key teaching practices are based around the teacher’s role as facilitator to the students’ learning in a 21st century learning environment. One essential component of our environment is the natural outdoor classroom where their learning is extended.

Key teaching practices

- Encouraging team collaboration among learners and also between educators and learners
  - teaching approaches cultivating facilitation rather than a hierarchical approach
- Using active learning techniques to encourage active thinking
  - students talk about what learning is happening, relating the learning to past experience, writing reflectively about it, applying the learning to real-life situations
  - i-time ("independent time" where students choose from a range of must-do and can-do activities supporting their Personal Learning Treaties)
  - kinetic learning resources (e.g. Numicon maths kit)
  - design/construction thinking activities - value has to be connected with creativity
  - encourage recognition of patterns in literacy and numeracy

- Appreciating diversity in learning
  - techniques effective for cultural learning (outdoor learning, oral learning, learning-by-doing, music and singing)
  - orchestrating for individual needs including creative learners, practical learners

- Modelling life learning
  - teachers work alongside students in practical project areas
  - recognising and developing self-coaching habits
  - demonstrating Māoritanga Christian culture consistently
  - focusing on healthy living practices

- Use of ICT where it makes learning more effective
  - use of google apps for collaborative written work
  - use of blog and email for communication student-student, student-teacher, student-teacher-parent
  - use of Personal Learning Treaties and written reflections, shared (online) between student-teachers-parents
  - general use of mobile devices (ipads, ipods, laptops, cameras) and sharing of data and documents
  - use of TED talks and Khan academy educational videos
  - web-based learning programmes (e.g. Mathletics, Spolldrome, Studyladder)

Evaluation and assessment strategies
Evaluation and assessment happens via student-student, student-teacher, student-teacher-parent and student-self. Inukawa restores a balanced perspective through challenging self, constructive feedback and feedforward and reciprocal interactions with others.

We see assessment as holistic. "Assessment of children should take place in the same context as activities and relationships, and should encompass all dimensions of children's learning and development and see the child as a whole." (E.R.O. 2007, p.4)