Ongoing student assessment (both formative and summative) by educators will spot problems and diagnose the next steps on both micro and macro levels. The teacher-led evaluation process begins with a one-on-one teacher-student meeting reflecting on national standards learning matrices, identifying key competencies the student has attained and key competencies yet to be attained. Assessment results are shared with individual students to enable them to take ownership of their learning and determine next learning steps.

Age-appropriate examinations will take place mid-year and end-of-year, and various testing will be undertaken as mentioned above, under performance goals. Parent-student-teacher reviews take place twice yearly, or more often as needed, with regular informal conversations around student learning.

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

We embrace the New Zealand curriculum’s vision of lifelong learning including the values and key competencies of connectivity, sustainability, enquiry, managing self, relating to others, community, excellence and equity. We will use the NZ curriculum and co-ordinate with national standards and NCEA.

The subject of the curriculum is the world, how we live in it and contribute to it. We will study the world from a local perspective, in connection with the NZ curriculum.

The effectiveness of the curriculum is largely dependent on delivery; being composed of all the facets of the environment, culture, relationships and teaching strategies. Quality and compelling learning experiences are the key to success, as well as establishing a strong foundation in the basics before advancing.

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

This cross-curricula connected approach engages the rural student, bringing relevance and subsequently achievement to their learning. Involving the students in goal-setting and assessment encourages a higher level of learning and achievement that broadens their horizon. For underachievers, their success is dependent on seeing the relevance of the learning and adopting a can-do attitude as they are guided to build on what they are already familiar with/good at.

We can see this already with the graduates of our preschool. Some children who are brought up with negative attitudes towards formal learning have blossomed in the learning environment here and have gone on to primary school with both a positive mindset and appropriate competencies in literacy and numeracy.

The outdoor and practical emphasis not only brings relevance, but heightens academic ability as the children grapple with real-life problems that they themselves want to solve. The underlying premiss that learning is expandable (not fixed) will encourage students
to believe in themselves, and think about learning in a positive and multi-faceted way.

The Māori and Pasifika students will feel recognised, accepted and engaged, as whānau and community are involved in decisions regarding learning goals. Māori and Pasifika students’ needs will be identified and they will be challenged and extended in their learning. A sense of belonging is developed through Whānaungatanga, as a school community is built up. Working collaboratively on a common task (e.g. growing good food), for the benefit of the local community fosters this Whānaungatanga, and develops social competence for all students.

Students currently falling through the cracks will benefit demonstrably from the regular self-review and Personal Learning Treaty process. The integral use of ICT can provide a refreshing new access for students with existing mind-blocks to learning, particularly literacy learning disabilities. Curriculum delivery via kinetic learning resources (e.g. Numicon, Cuisenaire Rods, Can Do Maths) is particularly effective for students with numeracy mind-blocks. Through being small with their eyes, hands, and feelings they successfully learn the foundational mathematical concepts. Our approach of cross-curricula team teaching connected with inquiry learning has been shown to improve achievement.

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

Formative assessment undertaken together with the student, that does not demoralise the underachiever, will help them increase in mana and empowerment, renewing a positive attitude and taking ownership of their learning goals.

The following five key teaching practices (as above) will enable the school to meet its stated goals:

- The practice of **team collaboration** meets kotahitangi, holistic development, through engagement. For example, in making organic compost, the students work alongside the teachers in building the layers of the compost pile according to an agreed plan and spiritual lessons can be drawn from this experience.
  - The practice of **active learning techniques** stimulates critical and creative thinking which increases intellectual achievement.
  - Through **diversity in learning** the school appreciates other tanga - cultural beliefs and practices - in the various areas, such as sustainable ways of harvesting and planting.

- **Modelling** via teachers working practically alongside students builds rapport and supports students’ sense of well-being (physically, mentally and spiritually), resulting in heightened intrinsic motivation.

- The use of **ICT** facilitates communication and feedback between students and staff, as well as whānau, developing a community of learners that extends well beyond the school. Carefully implemented use of ICT also brings a fresh new approach, offering new forms of content delivery for students who have become
disengaged with their learning.

Through the cycle of evaluation that occurs on the micro and macro levels data is gathered, much evidence being of the moment, analysed and interpreted by both students and teachers, enabling the learning goals and plans to be reviewed. This review process is pivotal to knowing where a student is at and how to help them achieve stated learning goals.

Students who become responsible for and engaged in their own learning, as described above, will clearly realise a measurable and significant improvement in their performance goals connected with the New Zealand national standards and NOCA.

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

The learning environment begins even before the student arrives at the school property. The student approaches the location of the school through a rural environment in the heart of the Manawatu that is rich in natural seasonal variation. Kintonton lies on the edge of Oroua River Valley with vistas to the Ruahine ranges that are snow-capped in the winter or clad in mist. The student passes by green paddocks of sheep and turns into the tree-lined driveway, through the orchards, scattering the chickens on the way up the hill to the college. (See attached photo.) Such scenes refresh and prepare the mind of the student for academic work.

As the student enters the building the smell of baking greets them, and a kitchen staff member often welcomes them confirming a sense of belonging. The stairwell displays inspirational and cultural learning contributions, with a strong flavour of biculturalism and multi-culturalism through wall displays, notices and cultural artefacts. Upstairs the hubs are lined in colourful Autex which produces a quiet environment conducive to further learning. The student chooses an appropriate place for the first workshop of the day - using either ICT, window markers, or pen and paper, and sitting on chairs, ergonomic Hokki stools, bean-bags or whatever best assists the learning at that moment. The teacher is moving around, assisting the students, or sitting with them working on a task.

There is a strong indoor/outdoor flow - not only via the expansive rural views through the windows and from the balcony, but the fluid environment enables teachers and students to move quickly outside to investigate a project or to work under the trees or in the scrub as fits the task in hand (outdoor classroom). The academic learning is applied practically, for instance the mathematical concepts learnt are applied in the carpentry workshop. The students also use the registered kitchen downstairs and the spacious grounds daily preparing kai.

The student’s overall impression of uncluttered spaciousness gives a sense of orderliness and flexibility. The students and educators change and rearrange the indoor environment to suit each learning purpose. The furniture is easily reconfigured according to need. The outdoors environment is accessed in all weather for both learning tasks and recreation, contributing an essential learning space. Such a calming atmosphere aids the students’ learning disposition to manage their own impulsivity. The student learns alone, in groups, or together with adults.

Through the eyes of the student, all the activities are engaging the whole mind and
often the body, in social partnership and teamwork. Regular activities include lunch preparation, whether indoors or out (with occasional hangi or umu), a hot vegetarian meal being served daily. Being involved in gardening tasks is also a regular ongoing activity that engages the whole person - in the planning stages as well as executing the tasks, individually and collaboratively with others. The student learns the connection between the growing of food and the preparing and eating of healthy dishes, between thinking globally and acting locally.

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 have been asked by our Little Ark Preschool parents and whānau if we can extend our service to older children. Parents sometimes come to us with siblings struggling with learning difficulties or disengagement in their learning and ask for help. We have at times helped these siblings during school holiday periods.

Early in 2012 we contacted the Ministry of Education regarding the possibility of opening a school and were visited by Lance Nixon. After explaining our concept and situation to him and showing him around our facilities, he encouraged us to apply to open a registered special character school.

Local families express a desire for a registered school here that meets the needs of our children and youth. Visitors to our centre often ask when we will be opening a school. Networking with the local community (e.g. via Farmers’ Market contacts) tells of support and enthusiasm for our concept. It is an obvious integral part of the whole centre here, which operates under the auspices of the Sabbath Rest Advent Church. The school links and is dependent on the other projects at the centre, including the registered kitchen, the health centre, and the agricultural work. Members of the local community who come to the centre and are involved in these other branches of the church work and are very supportive of our establishing a school. We are also supported by our international church community of educators.
What will be your next steps to secure parental support and student enrolments?

- Advertising in the Little Ark Preschool newsletter that goes to the local community
- Informal contacts with rural community, relying on networking through the rural grapevine
- Information evenings for interested locals
- Talking with interested customers at our Wholegrain Organics trailer while at the Farmers' Markets twice weekly, and distributing flyers as appropriate
- Talking with local homeschoool groups
- Promoting our school concept through our Little Ark and Wholegrain Organics websites (www.littleark.co.nz and www.wholegrainorganics.co.nz)
- Producing a school prospectus and designing a school website
- Targeting specialised support e.g.: Gifted Children's Group in Palmerston North
- Contacting SPELD to help identify underachievers and children with SLDs in our locality
- Informal contacts through Little Ark Preschool
- Open days for people to come and see what is happening at our centre and ask any questions about the proposed college - open days advertised in newsletter and local paper
- Using Little Ark's regular Whānau Days to inform parents about our proposal
- Designing an enrolment form for the proposed college
- Presenting our concept before the local Kimbolton Community Committee

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

Engagement is realised when the parent community contributes to learning both at home and at school. Informal and formal meetings with parents, educators and students on an ongoing basis both via ICT and face-to-face are valued. Because students and their whānau tangata are an integral part of our school they are always welcome and invited to join in with the college communal hot lunch and get involved in the practical curriculum component. We strongly encourage parents to contribute as educators, bringing their skills and cultural identities.

For maximum student growth we need ongoing parental input into the students' Personal Learning Tenties and feedback on the students' weekly learning reflections. We hope to engage seamlessly via Google docs to enable a real-time input, as well as to process relevant surveys that we will design as needed.

College Whānau Days will strengthen relationships with parents and extended whānau.

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.

- Existing Little Ark Preschool parents and extended whānau support our educational goals and several desire to engage in our school's programme, and
already help on working bee days for example.

- Farming neighbours who appreciate our contribution to the community currently offer practical support by way of lending tractors, for example.
- Principals and staff from Amesbury School's 21st century learning environment support our educational goals and provide mentorship and programme planning support.
- Te Whāriki Contract Director and Facilitator, Chris Lepper, from Massey University supports our educational goals and provides mentorship and gives pedagogic direction.
- REACT, Rangiwahia Environmental Arts Centre Trust, Juick and Disorderly give hands-on support via outdoor activities with the students such as growing living structures and art activities.
- Some customers of our Wholegrain Organics health food shop and farmers markets express interest in and desire to contribute to our educational goals in a variety of ways.
- As our centre’s new Whakaora Health Point grows, we anticipate support from clients appreciating the school’s emphasis on and contribution to healthy living.

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.

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.

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

Because there is no secondary school nearby we envisage attracting more secondary students than primary. We also perceive a desire for an alternative style of secondary school to the one offered in our nearest town (Feilding). Hence our forecast of eight year 9 students joining our college each year. The number of year 1 students forecasted reflects anticipated Little Ark preschoolers whose parents opt for them to continue their education with us because they desire the special character we offer.

In our first year of operation (2014) we have also indicated two year 2 students, three year 3 students and two year 7 students as these are existing enrolment intentions. There are also six year 10 students indicated in the first year as we envisage transfers from our nearest high school(s), and it would seem prudent to have intakes at these two levels (years 9 and 10) as it is practical from a composite teaching perspective.

Our capacity numbers of 44 for the junior school and 56 for the senior school reflect our vision of an extended family atmosphere. However as the need arises we are open to the idea of expansion.

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?

At time of set-up:

- Office
- Counselling room
- Library
- Dining room
- Two Hub learning spaces
- ICT spaces
- Laboratory
- Vegetable and flower gardens
- Orchards
- Outdoor hub
- Art & craft storage room
- Carpentry workspace & machinery
- Music room
- Health treatments practice workspace & associated equipment
• Implement sheds, including small tractors and agricultural equipment

**Additional facility requirements at time of full enrolment:**

• Two additional hub learning spaces (totalling four)
• Additional land for cultivation
• Dedicated licenced kitchen for lunch preparation and medicinal ointment preparation
• Barn-style standalone art studio including storage for art supplies
• Expand existing dining room
• Expand existing library as needed
• Expand existing laboratory as needed
• Expand existing orchards and beekeeping areas

Describe how you intend securing these facilities.

**We currently already have the following facilities:**

• Office
• Counselling room
• Library
• Music room
• Dining room
• Two Hub learning spaces
• ICT spaces
• Vegetable and flower gardens
• Orchards
• Laboratory (equipment needs to be purchased)
• Art & craft storage room
• Carpentry workspace & machinery
• Implement sheds including small tractors and agricultural equipment

**Facilities we are in the process of renovating/improving:**

• Natural outdoor classroom
• Health treatments practice workspace & associated equipment

**Facilities we plan to develop in the future - funding needs to be raised for:**

• Two additional hub learning spaces (totalling four)
• Additional land for cultivation
• Dedicated licenced kitchen for lunch preparation and medicinal ointment preparation
• Barn-style standalone art studio including storage for art supplies
• Expand existing dining room
• Expand existing library as needed
• Expand existing laboratory as needed
• Expand existing orchards and beekeeping areas