INDICATION OF INTEREST

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

Guru Nanakdev Indian School

ISSUED 14 DECEMBER 2012
DUE 1 FEBRUARY 2013

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

The Partnership Schools [Kura Hourua Working Group is pleased to invite groups interested in establishing a Partnership School [Kura Hourua to provide some initial information about their potential proposals. This process is designed to help you understand what is likely to be required in the formal application process, and to help you prepare for it.

The Working Group will not be responsible for running the formal application process, or for making final recommendations on which applications the Minister of Education should accept. This process will be conducted by an Authorisation Board established for that purpose. No formal or final decisions will be taken until after the Education Amendment Bill has been finalised and passed.

The Working Group is however willing to assist and support applicants in this preliminary process, and if you are interested or think you might be interested in establishing a Partnership School, we warmly encourage you to complete this indication of interest form as a first step. You can learn more about the Working Group and its members here: http://partnershipschools.education.govt.nz/Who-we-are.

When you have completed the form please forward it to me at chair@partnershipschools.education.govt.nz by 1 February 2013. The Working Group will provide constructive feedback to all participants who submit indications of interest. If you have difficulty in completing any sections you can provide partial responses or leave the section blank. If you have any questions please also send them to me.

Please note that participation in the IOI process is optional. Interested parties who do not submit an IOI will still be able to submit a full application when these are called for (see indicative timeline on the next page).

Catherine Isaac
CHAIR
Partnership Schools [Kura Hourua Working Group
## INDICATIVE TIMELINE

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 December</td>
<td>Indications of interest</td>
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<tr>
<td></td>
<td>The Partnership Schools Working Group invites indications of interest from potential sponsors</td>
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<tr>
<td>24 January</td>
<td>Submissions to Science and Education Select Committee close</td>
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<tr>
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<td>The Science and Education Select Committee is considering the Education Amendment Bill which provides for the establishment of Partnership Schools</td>
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<tr>
<td>1 February</td>
<td>Indications of interest (IOI) due</td>
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<td>All indications should be received by the Partnership Schools Working Group by 4:30 p.m. on 1 February 2013. They must be submitted on the correct form and emailed to <a href="mailto:chair@partnershipschools.education.govt.nz">chair@partnershipschools.education.govt.nz</a></td>
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<td>15 February</td>
<td>IOI review completed</td>
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<td>All IOIs will be reviewed by the Partnership Schools Working Group. Feedback will be provided to potential sponsors</td>
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<tr>
<td>1 March</td>
<td>Publication of application information / Request for proposals</td>
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<td>The Partnership School Authorisation Board will publish provisional application information and invite proposals.</td>
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<td>12 April</td>
<td>Proposals due</td>
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<td>All proposals must be received by the Partnership School Authorisation Board by 4:30 p.m. on 12 April 2013. They must be submitted on the correct form and sent by email to the specified address.</td>
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<td>12–26 April</td>
<td>Review of proposals by Authorisation Board</td>
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<td>Members of the Authorisation Board will individually review and assess proposals. This individual review will be followed by a group debriefing and collation of reviews.</td>
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<tr>
<td>29 April 1 May</td>
<td>Interviews with Authorisation Board</td>
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<td>Sponsors and key staff involved in the operation of the school</td>
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<td>2 May – 16 May</td>
<td>Preparation of report and advice to Ministers</td>
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<td>The Authorisation Board will prepare advice for the Minister of Education on each of the proposals to inform her decision on which can proceed to establishment.</td>
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<tr>
<td>31 May</td>
<td>Decision announced by Minister of Education</td>
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<td>The Minister of Education will announce which applicants have been successful in their application to open a Partnership School</td>
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<tr>
<td>28 June</td>
<td>Contracts Signed</td>
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### School Contacts and Profile

In completing this Indication of Interest please single click on the shaded text box and type in your text.

**Proposed School**

Name: Guru Nanakdev Indian School

**Proposed Sponsor**

Sponsor is the formal term for the entity that contracts with the Crown to operate a Partnership School / Kura Houora. 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: Supreme Sikh Society, Auckland

**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.

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<tr>
<th>Name</th>
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<tr>
<td>Mailing Address</td>
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**School Profile**

School Type (e.g. primary, middle, secondary, bilingual, immersion): Full Primary

Proposed location: 70 – 80 Takanini School Road, Takanini, Auckland

Year levels in first year of operation: Year 1 to Year 4

Year levels at full enrolment: Year 1 to Year 8
A STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?

To provide a school that offers a curriculum aligned to NCEA while grounded on the ancient learning and wisdom from the Indian subcontinent. The school will utilise the cultural capital of the various communities that will make up its student population and create opportunities for learning the diverse languages and cultures.

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

GNIS will strive to be a model New Zealand Primary school offering students coming from a variety of cultural backgrounds a curriculum designed to strengthen the four pillars of education -

   Learning to know, learning to do, learning to live together and learning to be.

GNIS will be committed to inspire students to achieve their best in intellectual and personal development through a stimulating, caring, respectful and multicultural environment.

The school will kindle a desire to learn, to be enterprising, and to accept challenges in life. It will manifest the perfection and divinity that exists in all humans. GNIS students will be resilient and adaptable, equipped with the knowledge, skills, and attitude to continue their development through further education to become socially responsible citizens of New Zealand.

2. Goals

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

The goals of the school are –

- Provide a dependable educational institute for students to achieve and surpass the National standards.
- Encourage the learning of Science & Technology while focussing on literacy and numeracy
- Promote a learning organisation that creates opportunities for development for the staff, the parent community and the wider society.
- Integrate the learning of diverse languages and cultures in curriculum.
- Expand the school to offer Secondary qualifications by 2020.
Describe the proposed student population and their educational needs.

At present, thousands of families of Indian and other South Asian ethnicities call Manukau (South Auckland) their home. These and many others hailing from other parts of Asia place a very high value on education – particularly one where Science and Technology are given importance. Some of the parents with wherewithal have enrolled their children into private schools, whereas others rely on extra help for their children who go to high school.

It is felt that there is a huge need to have a school that is based on the NZ curriculum and stresses the learning of Science and Technology from a very young age. These students are bright, their families generally supportive and often encouraging them to excel in all aspects of student life. At the same time most of these parents want their children to remain attached to their culture by learning about it and hence often send them to language and cultural classes organised by community/religious organisations on weekends/holidays.

The Māori, Pasifika families have similar values and they too appreciate learning which relates to and respects their ancestors and history. GNIS will provide a welcoming institution for all students hailing from diverse backgrounds.

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

The students may face one or more of the following challenges –

- Literacy – As some students could be first generation learners in English, they could need support of ESOL teachers who would be part of the staff. In addition, there will be after school and holiday support lessons.
- Family/ Caregiver support – Some families may not have the skills or prior knowledge to support the learning in the digital age. School will strive to provide community with learning opportunities for these.
- Access to computers/ internet – These may be on a lower priority in some family budgets as there could be less money to go around. GNIS will enter into strategic relationships with donors/ businesses to resolve this situation.

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.

The pedagogy at GNIS will be guided inquiry where different areas of the curriculum will be covered in theme based learning. Each term will have a common thread running through various year levels which will cover the literacy and numeracy standards along with areas of Science, Technology and Social studies that can be connected to the theme. Teachers will have integrated plans that will include year-level wide and school-wide activities.

Assessment will be based on work done in class, self and peer evaluation, project work and class tests. At every stage, the student and their whānau will be involved with and informed of the student's progress with feedback and feed-forward sessions. GNIS will have a separate “Student’s day” at the beginning of Terms 2, 3 and 4 and in the last week before summer break. These days will be used to celebrate the successes of the learners and will provide for parent - teacher interaction. There will be student led seminars displaying the knowledge gained and research undertaken.

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.

The Education programme of GNIS will be based on New Zealand Curriculum with a blend of Indian languages and culture studies. It has been widely accepted in academic circles that in the early years of learning, a student benefits immensely by the inclusion of native language in their curriculum, so, GNIS will strive to include all possible languages from the communities that join the school. This will be in addition to the areas included in NZC.

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

GNIS will have small class sizes, maintain constant contact with whānau and focus on professional development of teachers. This will be the recipe for better achievement of the student population. Encouraging enterprise, empowering the cultural heritage and ensuring engagement of learners will result in better performance all around.

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

The proven technique of guided learning has been kept at the heart of student learning in GNIS. A child is born curious and the school will strive to keep that desire to know alive and well in all learners. This will ensure student engagement and hence better learning. Similarly, the multiple assessment strategy – Self, Peer, project based and traditional tests - will help in evaluating the learning of different learners. School will actively support the students and their families if they have special needs. All this will lead to fulfilling the goals of GNIS.