

Education Report: Application for a change of class and maximum roll increase at KingsWay School, and for the establishment of a new state integrated primary school.

Executive Summary

The Proprietor of KingsWay School, the New Zealand Christian Proprietors Trust (NZCPT), has applied for a change of class for KingsWay School from year 1 – 13 to year 7 – 13 and to establish and integrate a new primary school (year 1 – 6). To support this change the Proprietor has applied for a maximum roll of 1,200 for the secondary school and a maximum roll of 600 for the primary school, this is a total maximum roll of 1,800. The proposed new primary school would be located across the road from the existing KingsWay School site in Silverdale, Auckland. KingsWay School also currently operates two other satellite campuses.

We recommend that you decline the Proprietor's application. Should this application be approved there could potentially be 20 staff made redundant. Also, it is not possible for the Board of Trustees to guarantee that primary learners currently enrolled at KingsWay School will be automatically enrolled at the proposed new primary school. The impact on the other satellite campuses could be significant, in particular Tau Te Arahanoa Akoranga (year 1 – 13) as its governance will be split between the two separate schools. The schooling network has adequate capacity to cope with the population growth expected to occur in the near future, a maximum roll increase to 1,800 generates considerable surplus to network requirements.

In making this application the Proprietor aims to establish a separate primary school and to grow the rolls of both the primary and secondary schools of the existing KingsWay School. The Proprietor is planning to construct the proposed new primary school as a 21st Century modern learning environment. The Proprietor considers the new school would provide the opportunity to appoint teaching staff that are receptive to the mode of teaching/learning associated with this environment. The Ministry is concerned that the Proprietor is confusing its role with that of the KingsWay School Board of Trustees, which has legal responsibility for governance, including staffing.

The Ministry recommends that you retain KingsWay School as a year 1 – 13 school but agree to it operating as a split-site school, and approve a maximum roll increase to 1,300 (this was the Proprietor's second preferred maximum roll). This alternative fulfils the Proprietor's aims of establishing a separate primary campus and will allow the roll to increase at both sites, in the future.

KingsWay School operating as a split-site school is a more cost effective option than the Proprietor's proposal. It will only be a marginal increase to the current cost of operating the school. Also, there are unlikely to be any staff redundancies and the learners who are already enrolled at KingsWay School will be guaranteed a place at the new primary campus. A maximum roll increase to 1,300 will not make any other schools in the network marginal and will support KingsWay School to operate effectively as a split-site school.

Recommended Actions

It is recommended that you:

- a. **decline** the application for a change of class at KingsWay School and to enter into negotiations to establish and integrate a new primary school;

A
AGREE / DISAGREE

- b. **decline** the application for a maximum roll increase to 1,800 places across KingsWay School and the proposed new primary school;

A
AGREE / DISAGREE

AND

- c. **agree** to a split site arrangement, with the primary component of KingsWay School to be located at the new site and secondary component remaining on its current site;

A
AGREE / DISAGREE

- d. **approve** a maximum roll increase for KingsWay School to 1,800 (including 50 learners at Tau Te Arohanoa Akoranga) to support the split site arrangement;

A
AGREE / DISAGREE

AND

- e. **sign** the attached letter to the Proprietor if you agree with this recommendation;

OR

- f. **note** that the Ministry will develop an alternative letter for your signature if you decide to approve the Proprietor's original application.

Jim Greening
Jim Greening
Senior Manager - Implementation Planning
Education, Curriculum and Performance

Hekia Parata
Hon Hekia Parata
Minister of Education

1, 10, 12

Education Report: Application for a change of class and maximum roll increase at KingsWay School, and for the establishment of a new state integrated primary school.

Purpose of Report

1. The New Zealand Christian Proprietors Trust (NZCPT), Proprietor of KingsWay School, has requested:
 - a change of class from a composite (year 1-13) to a secondary (year 7-13) school at KingsWay School, Silverdale; and
 - to enter into negotiations to establish and integrate a contributing primary school (year 1-6) on a separate site in the Silverdale area.
2. To support this request the Proprietor has applied for a maximum roll of 1,800 for both sites.
3. This report considers the application but proposes an alternative option be approved.

Background

4. KingsWay School is a co-educational, non-denominational Christian, composite (year 1-13), state integrated school located in Silverdale, Auckland.
5. The maximum roll of KingsWay School is 1,250 learners.
6. KingsWay School's July 2012 roll of 1,175 included 827 (70%) NZ European/Pākehā, 106 (9%) Asian, 48 (4%) Maori, 30 (3%) Pasifika, and the remainder of the roll was made up of learners of other ethnicities.
7. The school currently operates two satellite campuses, Jireh School (Henderson) with a separate maximum roll of 105 learners, and Tau Te Arohanoa Akoranga (Helensville) whose roll is included in the 1,250 for KingsWay School.
8. The Proprietor is seeking to establish a network of schools throughout New Zealand with a similar Christian special character. It believes that its approach will allow for better co-ordination of Christian schooling and by sharing best teaching practice and collaboration over curriculum development it will improve educational outcomes at each school within the network. You have recently given your support to the NZCPT national network strategy (Metis 700134 refers).

Application by the Proprietor

9. The application to restructure KingsWay School and establish a new state integrated primary school, has been made as part of the NZCPT's national network strategy. The Proprietor has indicated that the change of class to a year 7-13 school and the establishment of a new contributing primary school will accommodate population growth and provide more Christian families with access to non-denominational Christian education. The location of the proposed new primary school is across the road from the current KingsWay School.

10. The Proprietor has proposed that:

- the new primary school should open at the beginning of 2014 with a maximum roll of 600 places
- that there will be 350 places for current KingsWay learners, 250 places for preference learners from outside of the current KingsWay School, and 30 places (5%) for non-preference learners.

11. As a second option, the Proprietor has requested a maximum roll increase to 1,300 places, with 850 on the secondary site and 450 on the proposed primary site

12. The Proprietor has suggested a combined Board of Trustees to govern the proposed new primary school and the restructured KingsWay School. This proposed combined Board can start to govern the school after the proposed new school's Establishment Board of Trustees (EBOT) has moved to an elected Board. This combined Board would also be responsible for the two satellites that the school currently operates. In effect, the KingsWay School Board would become responsible for governance and management over four sites.

Ministry Comment

13. The 350 places that the Proprietor has proposed are reserved for current KingsWay school learners cannot be legally enforced. As learners would need to enrol at the proposed new primary school the Board of Trustees could not guarantee that existing learners at KingsWay School would automatically gain enrolment at the proposed new school.

Learning and Achievement

14. Since it opened in 1993 the learners at KingsWay School have achieved good educational results.

15. The 2009 Education Review Office (ERO) report stated:

Students achieve highly in National Certificate of Educational Achievement (NCEA) qualifications. The provisional results for 2008 show that 92% of Year 11 students attained NCEA Level 1. The achievement levels in Level 2 and in Level 3 are similarly high. In all NCEA certificates student achievement is well above national and decile comparisons.

16. The Ministry of Education received the 2012 charter for KingsWay School on 1 February 2012. The charter is compliant and includes targets set against the National Standards.

17. Based on the 2011 Annual Report KingsWay School is in a sound financial position. The Kingsway School Board of Trustees has reported an operating surplus of \$122,575 and positive working capital of \$519,243. Cash reserves were \$914,580.

Consultation

18. On your behalf, the Ministry consulted with the Boards of Trustees of schools that are likely to be affected should this application be approved.
19. The Ministry received responses opposing the Proprietor's application from Whangaparaoa College, Orewa College, and Westminster Christian School. All schools are concerned at the impact the application and associated maximum roll increase would have on their rolls.
20. Orewa Primary School noted that the Hibiscus Coast Area Strategy saw its school relocated in 2005 and built with 20 classrooms to provide for the predicted growth. This growth has not occurred as predicted and at this stage several surplus classrooms are available.
21. The Ministry also received responses from the New Zealand Education Institute (NZEI) and the Catholic Diocese of Auckland which are both opposed to the Proprietor increasing the maximum roll to 1,800 places.
22. Responses received from Huapai District School, Campbells Bay Primary School, and Long Bay Primary School are not opposed to the Proprietor's application.

Network

23. At October 2011, with a roll of 4,129 learners and a surplus of 341 spaces, the local schooling network was at 92% of its capacity. The roll has been increasing over the past five years and is projected to do the same in 2013. The current network of schools is fully equipped to cater for this growth.
24. If the Proprietor's preferred maximum roll of 1,800 places was approved it would add a significant number of spaces to a network that already has ample capacity.
25. The only other state integrated school in the Silverdale area network is Stella Maris Primary School, a Catholic year 1-8 school. The Proprietor of Stella Maris Primary School has applied for a maximum roll increase from 400 – 600 spaces. A report is currently being prepared for you about this application.

Assessment of the Application

Cost to the Crown

26. The application to establish a new state integrated primary school through this model brings an estimated increase in operational costs to the Crown. The extra cost, should the Ministry pay for the possible staff redundancies with the proposed change of class at KingsWay School is as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Salaries	\$1,488,401	\$108,539	\$108,539	\$108,539	\$108,539	\$108,539	\$2,031,098
Operating Grant	\$34,197	\$34,197	\$34,197	\$34,197	\$34,197	\$34,197	\$205,182
Net costs (GST Inclusive)	\$1,522,598	\$142,736	\$142,736	\$142,736	\$142,736	\$142,736	\$2,236,280

27. The extra cost will increase to a total of \$2.8 million over the first 10 years.
28. In addition, to support the Establishment Board of Trustees of the proposed new primary school a Governance Facilitator would need to be appointed. This would cost approximately \$40,000.

Staffing

29. The application will impact current staff teaching at the primary levels of KingsWay School. The Ministry estimates that if this application is approved, approximately 20 of the current KingsWay School staff could become redundant.
30. The costs of these redundancies have been discussed with the Proprietor. The Proprietor has suggested that very few staff would become surplus, since they would win positions at the proposed new primary school. There would, however, need to be a transparent process for these appointments and there is no guarantee that they would win positions at the new school, the Ministry recognises this as a financial risk.
31. The Proprietor has suggested that it would be responsible for all surplus staffing costs as a result of any change. However, the Board and the Crown are legally responsible for these costs. Should you approve the Proprietor's application, we can provide you with more advice on this matter before the integration of the new school proceeds.
32. If the Proprietor pays for staff redundancies the extra cost to the Crown is reduced, this is outlined in the table below:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Salaries	\$108,539	\$108,539	\$108,539	\$108,539	\$108,539	\$108,539	\$651,234
Operating Grant	\$34,197	\$34,197	\$34,197	\$34,197	\$34,197	\$34,197	\$205,182
Net costs (GST Inclusive)	\$142,736	\$142,736	\$142,736	\$142,736	\$142,736	\$142,736	\$856,416

34. The Ministry notes that the Proprietor has expressed desire to change staffing in the primary setting, in order for the staff to be receptive to the pedagogy associated with a modern learning environment, and that this could increase the likelihood that a few current staff could be made redundant.

Property

35. The Proprietor has designed a 21st Century Modern Learning Environment for the proposed new school and has shared the building plans with the Ministry.
36. The Proprietor applied for 'Policy 2 – Whole School Funding' to fund part of the construction costs of the proposed primary. The application did not meet the criterion and was declined. This has been discussed with the Proprietor, who has informed the Ministry that it is prepared to fund the construction of the proposed new school out of its own funding sources.

Maximum Roll

37. The Proprietor's preferred option is for a maximum roll increase to 1,800 places across the KingsWay primary and secondary schools. The Ministry supports the Proprietor's second preferred option, which is a maximum roll of 1,300 places. This would include the two current satellites.
38. As stated earlier, the network already has considerable capacity available and approving a maximum roll increase to 1,800 would be adding significantly more spaces to this.
39. In addition to the capacity within the state network there is also spare provision within the wider non-denominational Christian state integrated school network. Westminster Christian School which is 20 kilometres from KingsWay School has a maximum roll of 250 places and a July 2012 roll of 200 learners. Mahurangi Christian School, located 40 kilometres away, has a maximum roll of 140 places and a July 2012 roll of 53 learners.

Satellites

40. If the application is approved, the Jireh School satellite (year 1-6) would become part of the governance structure of the newly established primary school. This would need to be recorded in a new supplementary deed of integration.
41. If the Proprietor's preferred option is approved the impact on the governance of Tau Te Arohanoa Akoranga satellite is more significant. This satellite operates as a composite, year 1-13 school, and its governance would be split between the EBOT for the proposed new primary school and the Board of the KingsWay secondary school. When the EBOT moves to an elected Board it is proposed that both schools have a combined Board. If Tau Te Arohanoa Akoranga is still a separate campus of KingsWay the combined Board would also govern it.
42. The Ministry is also in discussions with the Proprietor regarding Tau Te Arohanoa Akoranga as, when it became a satellite, the Ministry agreed to additional staffing and resourcing, above the resourcing that the roll generates. This additional resourcing is now being reviewed.
43. The Ministry also notes that in the deed of integration it records that the Proprietor is responsible for relocating Tau Te Arohanoa Akoranga from its current location, which is in rugby clubrooms, to a new location by 2013.

Alternative Option

44. In assessing the application, the Ministry has considered an alternative option. The Ministry views this option as more cost efficient to the Crown and considers that it still enables the Proprietor to increase its roll and establish its new primary facility.
45. The Ministry recommends that KingsWay School continues to be a composite school but operates as a split site school. This would see years 7-13 remaining at the present KingsWay location and years 1-6 moving to the new site as planned by the Proprietor.
46. The Ministry supports a maximum roll increase from 1,250 to 1,300 places to support the split site arrangement. This increase would not make any school within the network marginal and would enable choice for families seeking non-denominational Christian education. This roll would include the two current satellite campuses and would be split across the primary and secondary school levels.

Cost to the Crown

47. This option would result in additional staff for the increase in maximum roll. This is a minimal increase to the current funding the Crown provides.

Property

48. The Proprietor will still be able to build and construct the new primary component of KingsWay School and a new supplementary integration agreement would record your approval and agreement to the split site arrangement.

Satellites

49. This option would have little impact on the satellite campuses, which the Ministry prefers in comparison to the significant impact that a change of class at KingsWay School would have on Tau Te Arohanga Akoranga. The Ministry recommends that the maximum roll of each satellite is individually recorded in the new supplementary integration agreement.

Proprietor's View

50. The Ministry recently discussed the possibility of the Proprietor considering this option. While acknowledging the view of the Ministry, the Proprietor was concerned that this approach would not enable it to make the changes that it believes are necessary, particularly around staffing in the primary school setting.

51. The Proprietor stated that the establishment of the new primary school and the appointment with leadership that supports this model would enable the teaching practice to sit alongside the 21st Century modern learning environment that the Proprietor is establishing.

52. The Proprietor has presented a submission on its views that is attached to this report as Appendix One (The Restructure of KingsWay School from 2014).

Ministry Comment

53. While the Ministry understands the view of the Proprietor, we are concerned that it may be confusing its role with that of the KingsWay School Board of Trustees. The Board of a state integrated school is a Crown entity that is responsible for the

Ministry Comment

53. While the Ministry understands the view of the Proprietor, we are concerned that it may be confusing its role with that of the KingsWay School Board of Trustees. The Board of a state integrated school is a Crown entity that is responsible for the governance and control of the management of the school, not the Proprietor. It is the Board that is responsible for setting the school's strategic direction in consultation with its parents and responsible for overseeing the management of personnel and curriculum amongst other matters.
54. The KingsWay School Board should determine the teaching and learning styles, this is not a function of a school's Proprietor under the Private Schools Conditional Integration Act 1975.
55. The Ministry also notes that under the existing terms of the Integration Agreement for KingsWay School all staff positions are 'tagged'. This means that the Proprietor has substantial influence over defining teachers' particular capabilities relating to the special character of the school. It does not allow the Proprietor to make appointment decisions.

Risks

56. This option will be a disappointment to the Proprietor. There is a risk that the Proprietor will not progress the proposal but the Ministry considers this is low risk.
57. If you agree to a split site option at this time it is likely that the Proprietor will apply to establish the campuses as separate schools in the future. If this eventuated the application would be assessed on its merits and particular circumstances at that time.

Recommendation

58. The Ministry recommends that the Proprietor's change of class application, maximum roll increase application to 1,800 learners, and application to establish a new state integrated primary school be declined.
59. In assessing the application the Ministry has determined a more cost effective approach to achieve the aims of the Proprietor. The Ministry recommends that KingsWay School should remain as a composite school (year 1-13) and recommends that you approve:
 - a. an increase in the maximum roll to 1,300 learners, including the Helensville satellite (this is the Proprietors second preferred option)
 - b. a change to the deed of integration recording that KingsWay School is a split site school with its primary year levels and secondary year levels both located at Silverdale and operated over two sites in a split site arrangement.
60. Ministry officials will also be recommending to the Secretary for Education or her delegate that the Board of KingsWay School is directed to implement an enrolment scheme.



Office of Hon Hekia Parata

Minister of Education
Minister of Pacific Island Affairs

02 OCT 2012

Mark Larsen
Chairperson
New Zealand Christian Proprietors Trust
C/o Middleton Grange School
50 Acacia Avenue
CHRISTCHURCH 8041

Tēnā koe Mr Larsen

Thank you for your application for KingsWay School to change class from a composite school (year 1–13) to a secondary school (year 7–13) and to establish and integrate a new primary school (year 1–6), with a combined maximum roll of 1,800.

I have given full consideration to your application, as well as to advice provided to me by the Ministry of Education outlining the impact that its approval could have on the local network of schools.

I have decided to decline your application for a change of class, to establish and integrate a new primary school, and to increase the total maximum to 1,800. I have made this decision because I am concerned about the potential for existing staff to become redundant, the additional costs that accompany the establishment and integration of a new primary school, and the surplus capacity for learners that is currently available in the local schooling network.

Instead, I have agreed to KingsWay School remaining as a composite school but operating as a split-site school. I understand that the Ministry has discussed this option with you. A split-site composite school provides the opportunity for separate primary and secondary components, allows for the construction of a new primary school, and gives room for potential roll growth in the future. I believe that this alternative still enables the NZCPT to fulfil the aims of the Auckland Christian Schools Network – Strategy Document that you recently shared with me, while being more cost effective for the Crown. I have also approved a maximum roll increase to 1,300. This will include students attending Tau Te Arohanoa Akoranga, and will help support the split-site arrangement.

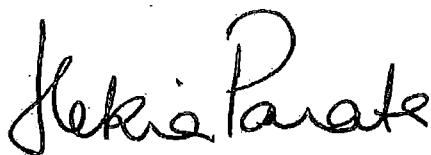
I understand that the NZCPT applied for 'Policy 2 – Whole School Funding' to fund part of the construction costs of the proposed new primary school, and that you were notified that you did not meet the criterion for this funding. As the Proprietor of KingsWay School you are able to construct the primary campus, as part of your split site arrangement, from your own funding sources, at any time.

I understand that the Ministry will be in contact with you regarding the next step in this process and to assist you with the development of a supplementary integration agreement recording the new maximum roll, new site plan, and split-site arrangement.

I appreciate the work that the NZCPT does for KingsWay School, KingsGate School, and KingsView School and encourage you to continue providing a high quality education for your learners.

Best wishes for the construction of the new primary campus of KingsWay School. I look forward to hearing about the modern learning environment you develop.

Heoi anō



Hon Hekia Parata
Minister of Education

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The Restructure of KingsWay School from 2014

Context: KingsWay school has grown outgrown its current site. The KingsWay Trust has purchased land in the Millwater development in Silverdale and plan to build a primary school (Year 1-6) with a capacity for 600 students opening Term One 2014, leaving only Year 7-13 students on the existing site with potential for roll growth to 1200 in the years ahead.

Proposed Governance and Management Structure From 2014:

That each school will be stand alone with its own Principal governed by one Board of Trustees.

Rational: That this model will best enable the Proprietor and Board of Trustees to deliver its Educational vision for 21st century learning most effectively for the students.

Executive Summary:

KingsWay School is a quality educational provider. The ERO Report of 2009 endorses this: "Students at KingsWay School learn in a supportive, caring environment strongly based on the Christian Special Character values and beliefs. Learning opportunities reflect the holistic educational focus evident in the school Charter." It is because of these characteristics that the school has grown 500% over the last 10 years and out grown its current site and has a waiting list of over 100 students.

The Proprietor is committed to providing the learning experience described in the ERO Report for more students and families from 2014. It has purchased land and committed to providing new primary school facilities that enable a 21st Century Educational vision to be implemented and an appropriate management model that can lead the school and its community into this new and progressive educational context. The existing school site and the new primary site are located adjacent to a recently commenced 3,000 home development. This new development and strong population growth elsewhere in the school's catchment area will mean sustained pressure for the school to continue to grow for the foreseeable future. Thus this investment by KingsWay will relieve some of the pressure that would otherwise be on the state school network for additional schooling, hence saving the Ministry money in the years ahead.

The school community has taken this opportunity to build a completely new Primary School to reflect on best practise with regard to 21st Century learning and Modern Learning environments. The Proprietor and Board have developed a vision for how that such thinking would be expressed in the design of a new school. The outcome of this process is in the appended Design Philosophy Document. As a part of the development of this document the Board and Proprietor has seriously researched what would be the most effective management model for the restructured and growing school (from 1200-1800) spread across two sites.

The conclusion have reached is to move from a Yr 1-13 Area/Composite School model to two schools, each with their own management structure reporting to one Board. This two school model is consistent with that used by the MoE in recent school developments (e.g. Hobsonville), and also with the existing state network which is overwhelmingly based on primary being managed and resourced separate from middle/college schools. Thus our request for a two-school model is to align with the norm within the state sector. We understand the MoE supports our proposed two school

model from an educational perspective. However, we are also aware that the MOE has developed a financial model that indicates that the proposed two school model would cost the MOE an additional \$450,000 per annum when compared to a One School model. As a consequence it cannot support our proposal based solely on this financial difference. We consider the educational outcomes to be more important and also more consistent with Government policy. The Ministry Mission Statement states *Building a world-leading education system that equips all New Zealanders with the knowledge, skills, and values to be successful citizens in the 21st century*. It is our firm belief that having the right management structure in the school is critical to delivering a *world leading education system*, for Integrated Schools too.

We note this financial difference amounts to only \$375 per annum per student. Furthermore, this difference represents a deficit in the resourcing that KingsWay would receive from the state relative to state schools, not an increment above state schools.

KingsWay Trust has invested over \$40million into the integrated state education network and has proved to be a provider of high quality education over a sustained period of time. It is our hope that the Ministry would support our rational for two stand alone schools as outlined below because it is consistent with delivering the best educational outcomes which we believe should be the prime consideration in assessing this proposal. Outlined below are the reasons behind our decision.

Reasons that have framed our thinking to restructure the school as two stand-alone schools:

A) Educational - *It is our belief that*

1. Each school is a distinct learning institution that requires specialised and focussed professional leadership from the Principal to provide leading edge 21st Century learning experience for students.
2. Few Principals have the educational knowledge and experience to provide the professional leadership for staff and parents at every level of a Year 1- 13 school community, hence our proposal for two Principals.
3. The learning and developmental needs of the emerging and adolescent students are quite distinct from the pre adolescent student. The Proprietor and Board of Trustees want a Principal leading each school who has a career immersed in working with these distinct developmental stages of our students so informed and transformative professional leadership can shape the learning experience for students and professional practice.
4. Principals of Yr 1-13 schools tend to be more focussed on the secondary years often at the expense of the primary programme.

B) Special Character - *It is our belief that*

1. The proposed Governance and Management model further enhances our ability to fulfil the educational partnership with parents model¹ as articulated in our Special Character Statement. This management model provides much greater

¹ "The school was founded to work in partnership with Christian parents to fulfill their responsibility for the education of their children, Proprietor Special Character Statement.

access to the Principal of each school by parents who look to the for leadership in the school their child is physically attending,

C) Management and Administrative - It is our belief that

1. A Principal of such a large school (YR 1-13) can easily become distracted from the core business of teaching and learning with all the administration of a large organisation. Such a model works against our vision for our Special Character and Educational vision that requires connected professional instructional leadership embedded in the school community². The two Pmodel allows for this model of Student Centred Leadership to be systemic in the professional learning culture of the school.
2. It is our understanding that the Ministry of Education hasn't established any new Yr 1-13 schools across two sites under one Principal. We assume that the Ministry rational for their decision to structure Hobsonville Point is based on establishing a Governance and Management model that will enhance educational leadership and learning outcomes³. KingsWay is also a state school that is restructuring its governance and management model in the same way as Hobsonville Point for the same reasons. ⁴
3. Management models that are collaborative and physically connected to *student learning communities*⁵ portray a powerful message about the primary function of a Principal and their Deputies. To have the Principal working primarily off site and disconnected from the day to day teaching and learning world of the students on either site would clearly compromise not only our Special Character but also our educational beliefs about each school being a collaborative and connected learning community.
4. That having a Principal on each site with the ability to make educational decisions based on what is happening each hour of the day creates a much more responsive educational environment providing ease of access to students, parents and staff throughout the whole day! Our design has the Principal and Deputy Principals work spaces physically in the student learning communities for this very reason!

² Viviane Robinson states that, "Student centred leadership requires being knowledgeable about how to align administrative procedures to important learning outcomes, being skilled in using that knowledge to solve important school problems, and doing both of these things in ways that build relational trust in a school community." p43 - Student Centred Leadership".

³ The Proprietor sort advice from Lex Hamill (Governance Facilitator Hobsonville Point) with regard to our model. His report is appended.

⁴ The new Hobsonville Point schools have been a reference point for the Proprietor and Board with regard to best practice at a Governance and management level with its proposed two Principals and one Board model. This model has encouraged us in our vision to pursue change from a management structure with one Principal over a school of 1-13 on one site, to our proposed two school's model on separate sites.

⁵ School management work spaces need to be physically and visually connected to student learning communities. School Management spaces will be shared and will reflect collaborative and inclusive leadership consistent with professional practice expected of teaching staff in learning communities and balanced with the need for withdrawal spaces." KingsWay Design Philosophy Document 2012

5. By having two stand alone schools the current differences in the terms and conditions of the employment agreements (disparity in CRT and non-contact time) will be eliminated and create a stronger collegial /professional environment.
6. Two Principals with skills appropriate to each school will be able to support and professionally challenge each other with what is happening in their respective schools.
7. It would appear discriminatory for the Minister to agree to allow the nearby Catholic Stella Maris School to establish a new secondary school while denying KingsWay School to do the same. The Ministry has consistently agreed to the integration of separate co-located(or nearby)Primary and Secondary schools up to now and there would seem to be no logical reason why KingsWay should be treated any differently.
8. The design of the new primary school has been developed around delivering best practice in the classroom through inquiry learning. We strongly believe that to best enable the change from the present cellular structure of 'one teacher one class' to flexible learning spaces requires focused leadership to manage the change process. A specific primary Principal is required to achieve this change.

Appendixes:

1. Design Philosophy Document for the new Primary School.
2. Report from Lex Hamil.

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KingsWay Primary School Design Philosophy Document

The story of the Project Coordination Group (PCG) and the development of key understandings and practices to be considered in the design and establishment of the new primary school:

The development of the new school has caused the PCG to reflect deeply on what it means to be a provider of Christian Education in the 21st Century. This document captures the broad understandings the PCG believe need to shape the creation of the new primary school in Silverdale. They are the synthesis of discussion, presentations and school visits the committee have processed together.

It is the group's belief that if the following beliefs are incorporated in the design process, they will translate with ease into educational practice and learning experiences for students. If the design process interprets these understandings appropriately, KingsWay Primary School will be well positioned to become a leader in 21st Century (Christian) Education.

We consider Northern Beaches Christian School (Sydney) to be a useful reference point for all stakeholders involved in the establishment the new school. NBCS is a leader in the educational community worldwide with regard to pedagogy and design. The published work of Stephen Harris (Principal) has proved to be worthy for consideration and reflection.

New primary schools built by the MOE in Auckland in recent years have also inspired the group. The PCG consider that their designs, site layouts and educational pedagogy reflect a well-considered approach to 21st Century learning that compels us to model the new school using these sites as reference points for design and pedagogical vision.

The group considers that their approach to design (shared flexible spaces) and pedagogy is entirely consistent with our Christian Special Character and further enhances the community life of the kingdom, *"Only in the fellowship with others can we show forth what God is like, for God is the community of love"* - S. Grenz. This model of learning fosters professional collaboration (deprivatisation of practices, communal learning and an environment where the goal is not to control students but empower them to take charge of their own learning (Nair 2009).

Stephen Harris articulates much of what the group has come to believe, *"Learning needs to be collaborative, flexible, adaptive, intuitive, open ended; focussed on possibilities rather than imparted content"* (The Place of Pedagogical and Physical Space in the 21st Century Classroom, 2010).

Outlined below are our agreed beliefs about design, pedagogy and the elements of a 21st Century Best practice Christian School. We consider these to be core to the design process as we believe that, *"student learning outcomes are strongly influenced by their learning environments"* (Victorian GVT School Design Brief).

1. Educational/Pedagogical Beliefs- We believe:

"Learning needs to be collaborative, flexible, adaptive, intuitive, open ended; focussed on possibilities rather than imparted content." (Stephen Harris- The Place of Pedagogical and Physical Space in the 21st Century Classroom :2010).

- Students will work individually as well as in small and large groups;
- In engaged learning that is student-focused, collaborative and personalised;
- Collaborative teaching de-privatises practice, encourages reflection and strengthens professionalism;
- E Learning will be integrated into connections, shared learning, supportive learning and opportunities to learn.
- Education will have three core features. Education will be:
 - I. Ubiquitous. Learning will occur anywhere, anytime, at any place, at home or at school integrated as fully as possible with the community and families of pupils.
 - II. Personalised. Learners will have input into what they learn; the curriculum will be differentiated to suit the individual learners' needs making education interesting, enjoyable and seen to be of value in real life situations.
 - III. Collaborative. There will be an emphasis on learning as a community (social learning) shaped by the Gospel (the revelation of God in Jesus and scripture) with authentic connections to the wider culture.

2. Design Beliefs- We Believe:

"The classroom is the most visible symbol of an educational philosophy." Noir and Fielding

- The design and site layout needs to create a sense of beauty and recognition of God's ownership of the land we are on and our desire to steward it well;
- A school environment should be creative, flexible and inspiring as much as possible, without ignoring the need for consistency and order in our lives;
- The form of the buildings will allow the pedagogical principles of best practice 21st Century Education to be fully expressed in innovative and creative ways;
- In the concept of flexibility for the occupants to customise learning spaces to meet future requirements;
- The site layout will create a sense of community and inclusivity;
- School management work spaces need to be physically and visually connected to student learning communities.
- School Management spaces will be shared and will reflect collaborative and inclusive leadership consistent with professional practice expected of

teaching staff in learning communities and balanced with the need for withdrawal spaces;

- Learning spaces should connect to out-door learning settings;
- Buildings will reflect thinking with regard to the environment and matters related to sustainability;
- In the importance of discovery and consider that landscaping environments foster discovery of changing seasons, of new flowers or fruit, of butterflies or birds etc.;
- The spatial conditions will be considered for the well being of the community including colour, lighting, heating, cooling, ventilation, acoustics, aromas and furnishings;
- Learning spaces will be flexible enough to allow for multi-modal learning (refer Prakish –Nair 18 modalities);
- That spaces must be able to be manipulated/created through the use of furniture;
- The learning spaces will be designed in a way that fosters collaborative teaching practice as the default option;
- The infrastructure must enable students to consistently transition from the real to virtual worlds;
- The layout will allow students to be empowered to share responsibility for their own learning;
- ICT will be seamlessly integrated allowing computers and mobile technologies to be a tool to support the work and output of learners wherever they are;
- Built in sound systems are important providing personalised sound to multiple zones within the building, therefore, sound will be used as an active or participatory stimulus;
- Spaces are to be flexible enough to accommodate large, medium and small learning communities for the express purpose of facilitating community, discussion, collaboration, prayer and celebration:
 - camp fires – small groups working with or without an adult
 - caves - the place where students manage their own learning/reflective learning practice
 - watering holes - spaces for the whole class/community together;
- All learning spaces will be connected to a learning commons (water hole);
- That collaborative teacher work spaces will be incorporated into learning spaces and enable supervision of students from a distance;
- Teachers will be able to speak in normal tones to any student anywhere;
- Learning spaces will accommodate many teaching and learning modes, from whole class instruction to quiet individual student research;
- Teaching staff will have quiet spaces for professional work and conversations;
- That an appropriate budget for a diverse range of furniture be factored into the establishment costs as the careful choice of furniture is a critical aspect to achieving the desired learning environment;

- The front entrance should have a social space for people to gather and encourage parental social connection with the school, for example, perhaps a Café concept before and after school that also acts as uniform shop etc.;
- That, subject to reviewing this approach at the concept plan stage, the traditional library space should be decentralised (much like computer labs) and that the square metres allocated to the library be added to the shared learning communities or to “caves” for reading, so access to books and to electronic information is not an special event, but rather integrated into a child’s personalised learning at any time of the day;
- Resource areas need to be easily accessed by staff and students.

3. Community Beliefs- We Believe:

“...each person can be related to the image of God only within the context of life in the community with others. Only in the fellowship with others can we show forth what God is like, for God is the community of love.” S. Grenz

- That relational and inclusive learning communities for students and professionals is core to students growing in their identity as God’s image bearers;
- Education should be integrated as fully as possible with the community and families of pupils;
- That engagement with community through welcoming entry points into the school creates warmth and inclusivity;
- That design fosters inclusive management structures so staff, parents and student communities feel a sense of connectedness and warmth;
- It is important that the school as a Kingdom community recognises the diversity and inherent value of the many cultures we are here to serve, inclusive of local iwi;
- That design should foster recognition of the diversity of abilities and inherent value of all students with learning needs we are here to serve and a desire to make our environment help all students feel ‘at home’ in our place;
- Special needs students are more easily catered for in a shared communal learning space and feel a greater sense of self worth by receiving all their support (as far as practical) along with all other students of their age group.