

**CHARTER SCHOOL AGREEMENT – PERFORMANCE PLAN: IN CONFIDENCE**

*Subject to completion with the relevant Sponsor.*

---

**Performance Plan**  
relating to  
**[Insert Name of School]**  
**Charter School | Kura Hourua**

---

**TEMPLATE GUIDANCE NOTE:** This Performance Plan will be completed in consultation with each Sponsor. Further work is underway in relation to various areas which will be reflected in the Performance Plan with the Sponsor as appropriate. This includes the development of a value-added measure to assist with measuring what proportion of student achievement can be attributed to the Charter School and a “Sponsor Assurance Statement and self-audit check” which is being developed with ERO.

**Dated:**  
**IN CONFIDENCE**

## Sponsor and Charter School Details

1.	Name of Sponsor	
2.	Name of Charter School	
3.	Date of Charter School Agreement	

4.	Charter School Commencement Date	
5.	Performance Plan last updated	

## Background

- A. The Sponsor and the Charter School Agency (**Agency**) are parties to the Charter School Agreement referred to above.
- B. This Performance Plan forms part of, and is incorporated in, the Charter School Agreement.
- C. In this Performance Plan, capitalised terms not otherwise defined have the meaning given to them in the Agreement or the ETA.
- D. The Sponsor acknowledges that, as part of its Proposal and engagement with the Agency, the Sponsor has also provided the Agency with details of the steps and processes the Sponsor will adopt and implement to ensure that it complies with this Performance Plan.

### Agreement

This Performance Plan applies to the Charter School and forms part of, and is incorporated in, the Charter School Agreement.

**SIGNED** by **Charter School Agency**,  
acting for and on behalf of the Crown:

**SIGNED** by **[Sponsor name]**:

\_\_\_\_\_  
Authorised Signatory

\_\_\_\_\_  
Authorised Signatory

\_\_\_\_\_  
Print Name and Position

\_\_\_\_\_  
Print Name and Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# PART A: PERFORMANCE PLAN

This Performance Plan covers the following Performance Outcome Areas:

## Performance Outcome Areas



### A. Student Outcomes

- Attendance
- Achievement





### B. Financial Performance



### C. Standard Minimum Compliance

- Regulatory compliance


<b>Performance Outcome Area</b> <i>Each area that is a focus of performance management</i>	<b>Performance Target and Minimum Performance Thresholds for Charter School</b>	<b>Performance Outcome Measures and Reporting</b> <i>Specific Measures used to determine whether the Performance Targets and Minimum Performance Thresholds have been achieved (e.g., tools and data).</i>
<b>A: STUDENT OUTCOMES</b>		
<b>1. Student Attendance</b> 	<p><b>Template Guidance Note:</b>                      The standardised performance target is 80% of students regularly attending. Each Charter School is expected to show progression over time and work towards this target.</p> <p>The minimum performance thresholds are:</p> <ul style="list-style-type: none"> <li>• 60% for schools with fewer barriers (EQI Bands 1-2)</li> </ul>	<p>Daily attendance of Students in line with attendance regulations for State Schools.</p> <p>Progress within all attendance categories (regular attendance, irregular absence, moderate absence and chronic absence) will be considered when assessing a Charter School's performance. For more detail regarding these categories, please refer to the Handbook.</p> <p><b>Template Guidance Note:</b> If the operating day, hours or term settings for the Charter School are different to State Schools, or the Charter School offers distance learning, the Agency will work with the Sponsor to determine how attendance should be monitored and reported. If the Charter School offers</p>

	<ul style="list-style-type: none"> <li>• 50% for schools with moderate barriers (EQI Bands 3-5)</li> <li>• 35% for schools with more barriers (EQI Bands 6-7).</li> </ul>	<p>distance learning this must be consistent, with the Specific Terms relating to distance learning and Distance Learning Practices.</p>				
<p>2. <b>Student Achievement</b></p> 	<p><b>Template Guidance Note: Years 3-10</b>  The standardised performance target for primary achievement (years 3-10) is 80% of all students at or above the expected curriculum level for their age in reading, writing and maths.  Each Charter School offering years 3-10 is expected to show progression over time and work towards this target.  The minimum performance thresholds are:</p> <ul style="list-style-type: none"> <li>• 70% for reading and 35% for writing and maths for schools with fewer barriers (EQI Bands 1-2)</li> <li>• 50% for reading and 35% for writing and maths for schools with moderate barriers (EQI Bands 3-5)</li> <li>• 30% for reading and 25% for writing and maths for schools with more barriers (EQI Bands 6-7)</li> </ul>	<p>Student achievement at the same level of detail as State Schools, including reporting by gender, year level and ethnicity, as follows:</p> <table border="1" data-bbox="1077 740 2047 979"> <thead> <tr> <th data-bbox="1077 740 1570 788">Years 3 to 10</th> <th data-bbox="1570 740 2047 788">Years 11 and above</th> </tr> </thead> <tbody> <tr> <td data-bbox="1077 788 1570 979"> <ul style="list-style-type: none"> <li>• Reading or pānui</li> <li>• Writing or tuhituhi</li> <li>• Mathematics or pāngarau</li> </ul> </td> <td data-bbox="1570 788 2047 979"> <p>Qualification attainment:</p> <ul style="list-style-type: none"> <li>• NCEA achievement</li> <li>• Any other nationally or internationally recognised non-NCEA Assessment</li> </ul> </td> </tr> </tbody> </table> <p>Sponsor must report on years 3 to 10 twice a year (in both the End of Year Report and the Self-Audit Report) and only once a year for years 11 and above (in the Self-Audit Report).</p>	Years 3 to 10	Years 11 and above	<ul style="list-style-type: none"> <li>• Reading or pānui</li> <li>• Writing or tuhituhi</li> <li>• Mathematics or pāngarau</li> </ul>	<p>Qualification attainment:</p> <ul style="list-style-type: none"> <li>• NCEA achievement</li> <li>• Any other nationally or internationally recognised non-NCEA Assessment</li> </ul>
Years 3 to 10	Years 11 and above					
<ul style="list-style-type: none"> <li>• Reading or pānui</li> <li>• Writing or tuhituhi</li> <li>• Mathematics or pāngarau</li> </ul>	<p>Qualification attainment:</p> <ul style="list-style-type: none"> <li>• NCEA achievement</li> <li>• Any other nationally or internationally recognised non-NCEA Assessment</li> </ul>					


	<p><b>Template Guidance Note: Years 11-13</b></p> <p>The standardised performance target for secondary school achievement (years 11-13) is 95% of school leavers attaining NCEA Level 2 (or equivalent). Each Charter School offering years 11 and above is expected to show progression over time and work towards this target.</p> <p>The minimum performance thresholds are:</p> <ul style="list-style-type: none"> <li>• 95% for schools with fewer barriers (EQI Bands 1-2)</li> <li>• 80% for schools with moderate barriers (EQI Bands 3-5)</li> <li>• 65% for schools with more barriers (EQI Bands 6-7).</li> </ul>	<p>Initial assessment measures:</p> <ul style="list-style-type: none"> <li>• e-asTTle reading or pānui; writing or tuhituhi; and mathematics or pāngarau</li> <li>• New Zealand Council for Education Research's (<b>NZCER</b>) Progressive Achievement Tests for reading comprehension and reading vocabulary; punctuation and grammar; and mathematics (English-medium only)</li> <li>• Te Waharoa Ararau for monitoring and reporting on student progress and achievement in pānui, tuhituhi and pāngarau</li> </ul>	<p>NCEA achievement reporting must be included as part of the Sponsor's Self Audit Report.</p> <p>If the Sponsor is offering International Baccalaureate or Cambridge exams, the Sponsor must provide data through the International Assessments Collection Process to the Ministry.</p> <div style="border: 2px solid red; padding: 5px;"> <p><b>Template Guidance Note:</b> If the Sponsor is offering something other than NCEA, International Baccalaureate or Cambridge exams, appropriate reporting will be agreed when this Performance Plan is completed with the Sponsor.</p> </div>
		<p>Sponsor will provide the Agency with access to school level data for e-asTTle and Te Waharoa Ararau.</p>	
		<p>If the Sponsor uses the NZCER Progressive Achievement Tests, the Agency and the Sponsor will agree how this data will be provided.</p>	
	<p>Progress in all areas will be considered when assessing a Charter School's performance.</p> <div style="border: 2px solid red; padding: 5px;"> <p><b>Template Guidance Note:</b> If the Sponsor intends to provide instruction and assessment in a language that does not have an approved or appropriate tool, a solution will be agreed when this Performance Plan is completed with the Sponsor.</p> </div>		

--	--	--

## B. FINANCIAL PERFORMANCE

<p><b>3. Financial performance</b></p> 	<p><b>Template Guidance Note:</b> The standardised performance targets are:</p> <p>Operating surplus      2-5%</p> <p>Working capital ratio    2:1</p> <p>Debt/equity ratio        0.5:1</p> <p>Operating cash: Positive cashflow forecast = actual</p> <p>Enrolment variance: Contextual measure, assessed in reports as either: Growing, Stable, or Decreasing</p>	<p>Sponsor must report on the following Key Financial Performance Measures in each Annual Financial Statement and Mid-Year Financial Statement: operating surplus, working capital ratio, debt/equity ratio, operating cash, and enrolment variance. Refer to further detail in the Guidance Note on Financial Performance Reporting below in Part B(4).</p>
--	--	--

## C. STANDARD MINIMUM COMPLIANCE (SMC)

<p><b>4. Regulatory compliance</b></p> 	<div style="border: 2px solid red; padding: 5px; margin-bottom: 10px;"> <p><b>Template Guidance Note:</b> The Agency is working with ERO to develop a “Sponsor Assurance Statement and self-audit check as a mechanism for monitoring Charter Schools’ standard minimum compliance”.</p> </div> <p>Charter School’s compliance with regulatory requirements in the following areas:</p> <ul style="list-style-type: none"> <li>• Employment of certificated teachers and LATs</li> <li>• Student enrolment requirements</li> <li>• School day, hours and term date requirements</li> <li>• Property</li> <li>• Reporting requirements</li> <li>• Insurance</li> <li>• Transport provision requirements (if applicable)</li> </ul>
--	---

#### Guidance Note:



Charter Schools must comply with (and will be measured against) the Performance Targets set out in this Performance Plan for Student Outcomes (attendance and achievement) and Financial Performance. These Performance Targets are standardised across all Charter Schools. In the case of Student Outcomes, Charter Schools are required to work towards (and will be measured against) minimum performance thresholds (based on EQI). Performance Targets do not apply to SMC as non-compliance carries immediate risk to Students and/or operation of the Charter School.



Agency may take into account any relevant information available to the Agency and make relevant enquiries, for the purposes of setting, monitoring, assessing and updating the Performance Plan.



Agency may issue guidance to the Sponsor from time to time to supplement the Performance Plan. Additional information may be included in the Charter School Handbook.

DRAFT

# PART B: PERFORMANCE PLAN REPORTING

The indicative reporting timeline is based on the default End of Financial Year (31 December), end of Annual Self Audit Report period (30 June) for Charter Schools and School Year of 1 January – 31 December. This timeline will be discussed with and may be tailored to each Charter School.

## 1. Indicative Timeline for Performance Plan Reports





## 2. Sponsor timeline for Performance Plan reporting

---

The Sponsor must provide the reports set out in the Indicative Timeline in Part B(1) by the deadlines specified the Indicative Timeline (or, if the Sponsor has not adopted default dates, by the deadlines for reporting set out in the table below).

**Template Guidance Note:** Reporting timetable to be discussed with each Sponsor. The indicative timeline above is based on the following default settings for Charter Schools: End of financial year (31 Dec) and end of Self-Audit period (30 June). If the Charter School does not adopt default settings the table below must be completed.

Reporting: Key Dates (if default dates in Part B(1) above are not adopted by Charter School)			
<b>1. End of Financial Year</b>		<b>3. Annual Public Report Due Date</b>	
<b>2. Annual Self Audit Report</b> <ul style="list-style-type: none"><li>• End of Annual Self Audit Period</li><li>• Annual Self-Audit Report Due Date</li></ul>		<b>4. End of Year Report</b> <ul style="list-style-type: none"><li>• Last date of End of Year Report Period</li><li>• End of Year Report Due Date</li></ul>	

## 3. Form of Performance Plan Reports

---

The Sponsor must:

- publish its **public annual report** on the Charter School website (or if that is not possible, in a regional newspaper circulating in the location of the Charter School)
- provide all **other reports** to the Chief Executive of the Agency or in accordance with the Agency's directions

The Sponsor must comply with the form for reports required by the Agency. This may include:

- standard report templates**, with accompanying guidelines and instructions
- an **on-line or electronic reporting system** including, if required by the Agency: (i) an electronic register of attendance that meets Ministry requirements; and (ii) the same roll returns and systems as State Schools

- (c) **supplementary information** reasonably requested by the Agency

## 4. Scope of Performance Plan Reports

---

### Guidance Note on Financial Performance Reporting:



#### **Annual Financial Statement** must:

- be prepared in line with generally accepted accounting practice (as defined in section 8 of the Financial Reporting Act 2013)
- relate to the prior financial year for the Charter School
- be audited by a qualified auditor (within the meaning of section 35 of the Financial Reporting Act 2013)
- report against Key Financial Performance Measures (see above)



#### **Mid-Year Financial Statement** must:

- relate to the first six months of the current financial year (generally this is January to June)
- cover updated information on Key Financial Performance Measures (see above)
- be certified by the Sponsor (not required to be externally audited)



#### **Key Financial Performance Measures** cover the following:

- Operating surplus: measures the difference between revenue and expenditure, expressed as a surplus/deficit to total revenue percentage
- Working capital ratio: defined as *current assets less current liabilities*. Does not include any investments with a term of over 12 months or any trust fund investments
- Debt/equity ratio: defined as *debt / (debt plus net tangible assets)*
- Operating cash: measures all cash generated/reserves held by the School
- Enrolment variance: tracks the School's variance in enrolments over time

## Report Requirements for the Performance Targets and Performance Outcome Measures

### A. Student Attendance



Sponsor must report on **Student attendance** on both a daily basis and at the end of each term.



### B. Self-Audit Report



**Template Guidance Note:** The Agency is working with ERO to develop a “Sponsor Assurance Statement and self-audit check as a mechanism for monitoring Schools’ standard minimum compliance”. This may impact the form of the Self-Audit Report.

Sponsor must complete a Self-Audit Report that includes:

- **Student Outcomes:** standard reporting on student achievement and attendance
- **Financial Performance** (see further detail in **Guidance Note on Financial Performance Reporting** above):
  - (i) **Annual Financial Statement** and **Mid-Year Financial Statement**
  - (ii) detailed **forecasts/budgets** for the next 18 months, including detailed assumptions on expected use of funds, as well as any expected income, debt or liabilities that will arise
  - (iii) attestation and disclosures for **financial probity** requirements (as set out in the Agreement or otherwise specified by the Sponsor)
  - (iv) confirmation that all **contractual obligations** have been discharged before profit or dividends have been used by the Sponsor
- confirmation that Sponsor has an appropriate policy for **sensitive expenditure** (e.g., expenditure that is beneficial to individuals or groups of individuals and/or considered unusual for the Charter School’s purpose and/or functions)
- **Standard Minimum Compliance:**
  - (i) standard reporting on **SMC requirements**
  - (ii) confirmation of compliance with contractual and legislative obligations relating to **student wellbeing** and **child protection**

<p><b>C. End of Year Report</b></p> 	<p>Sponsor must report on:</p> <ul style="list-style-type: none"> <li>• <b>Student Outcomes:</b> standard reporting on Student achievement and attendance</li> <li>• disclosure of any <b>significant changes in the forecasts/budgets</b> included in the Self-Audit Report</li> <li>• updated information on financial performance measures covering June to December to be certified by the Sponsor</li> </ul>
<p><b>D. Public Annual Report</b></p>  <p><i>Refer to section B(3) above for details on publishing Public Annual Report.</i></p>	<p>Sponsor must report on all Performance Measures set out in this Performance Plan- i.e., <b>Student Outcomes</b> (including Student achievement and attendance), <b>Financial Performance</b> and <b>SMC requirements</b></p> <p>Refer to Handbook for further detail.</p>

## 5. Updates to Performance Plan and Report Requirements

- 5.1 The Performance Plan will be reviewed and updated in accordance with the Performance Management Framework set out in the Agreement (Part 2).
- 5.2 The Authorisation Board or Agency may update the Performance Plan reporting requirements on notice to the Sponsor from time to time.
- 5.3 For clarity, the Sponsor must comply with the records and reporting requirements set out in Schedule 4 of the Agreement. In relation to the Performance Plan, this includes providing the Agency and Authorisation Board with any updates that they request in relation to the Sponsor's implementation of steps and processes to comply with this Performance Plan (referred to in the Background above).