



Expression of interest for converting charter schools

Instructions for applicants

If you want to convert a state or state-integrated school to a charter school, your journey starts here.

As the applicant, you're either:

- the sponsor who is proposing to convert the state school to a charter school, or
- a member of the school community jointly proposing a conversion of your community's state school with a sponsor.

Step one is to complete the forms in the expression of interest pack.

Your responses will give us key information about your plans for converting a state school ahead of receiving your application form. It means we can ensure that you can meet the necessary statutory requirements and that you are preparing your community for this change.

The EOI pack comprises:

- the expression of interest form
- statutory Declaration for sponsors (form A)
- statutory Declaration for known governing members (form B).

These documents must be completed and emailed to applications@charterschools.govt.nz by **5pm on Friday 11 April 2025**.

The Charter School Agency will review the documents and let you know by **5pm, Thursday 17 April 2025** if we have any questions for you. We'll also be in touch to see if you need support to help you complete the application form.

Forms A and B are statutory declarations, designed to establish whether sponsors and governing members are 'fit and proper persons.' They must be witnessed and signed by a person authorised to do so, such as a Justice of the Peace, solicitor or notary public. There's more information here: [Who can witness a statutory declaration](#)

When you're completing the forms, make sure:

- the authorised witness's **name and title** is clearly identified, via a stamp or clearly handwritten alongside their signature.

- the declaration is all in one format (it needs to be written or typed) and in one type of document (ie a PDF). It can be handwritten, if that's your preference, but needs to be signed and scanned into one document.

If you don't have access to a scanner, we'll accept a photograph of the documents, but you must photograph the full document.

Form A needs to be completed on behalf of the sponsor organisation ie by someone with the delegated authority such as a director, chief executive. **You will complete this form once.**

Form B is to be completed individually by any governing members of the sponsor organisation. A governing member is any director or member occupying a position equivalent to that of a director, a trustee and/or a partner. **Each governing member will complete this form.**

This form is for converting schools. If you are proposing a new charter school, you'll find everything you need [on this page of our website.](#)

Released under the Official Information Act 1982

Expression of interest form

Complete this form if you are applying to convert a state school to a charter school

Sponsor representative	Detail	Point of contact
Contact person:	James Cherrington-Thomas	☒
Position:	chairperson	Check box of primary person the Agency will contact for application enquiries and information.
Phone number:	9(2)(a)	
Email address:	9(2)(a)	

School board representative	Detail	Point of contact
Contact person:	The current Board leaves office on 16 September, 2025 so there is no contact person at present	☐
Position:		Check box of primary person the Agency will contact for application enquiries and information.
Phone number:		
Email address:		

School leadership representative	Detail	Point of contact
Contact person:	The current principal has resigned and will leave the position at the end of Term 3	☐
Position:		Check box of primary person the Agency will contact for application enquiries and information.
Phone number:		
Email address:		

Only applicable for state-integrated schools where the proprietor is not also the sponsor

School proprietor representative	Detail	Point of contact
Contact person:	NA	☐
Position:	NA	Check box of primary person the Agency will contact for
Phone number:	NA	

Email address:	NA	<i>application enquiries and information.</i>
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Sponsor Business Information	Detail
Trading name:	Bangerz Education and Wellbeing Trust
Full legal name (if different):	
Physical address:	9(2)(a) [REDACTED]
Business website:	www.bewt.nz
Type of entity (legal status):	Charitable trust
Company Number:	CC61754
New Zealand Business Number (NZBN):	9429051328726

State school details	Detail
Current state school name:	Kelston Boys' High School
Current school number:	83
Current school location:	Archibald Rd, Kelston, Auckland. Crown owned
Current education services:	unknown
Current host arrangements:	Yes – deaf satellite
Current type of school:	Secondary school
Current language of instruction:	English
Current student body:	Single-sex
Current year levels:	Years 9-15
Current roll size:	780 2026 800 (see Education counts website for distribution by year level) 2027 800 2028 800
Current international students:	1-2%

Charter School Kura Hourua	Detail (ONLY IF CHANGED FROM ABOVE)
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Proposed charter school name:	[no change]
Proposed school location:	[no change]
Proposed type of school:	or [no change]
Proposed language of instruction:	or [no change]
Proposed mode of delivery:	Primarily in-person
Proposed student body:	[no change]
Proposed boarding:	No
Proposed year levels:	[no change]
Proposed roll size:	[no change] 2026 [no change] <i>This is the roll you intend to open with ie term one 2026</i> 2027 [no change] <i>This is the roll you intend to have in your fifth term known as your establishment roll ie term one 2027 (or five terms from when you opened)</i> 2028 [no change]
Proposed international students:	2-3%
Proposed transition date:	1 Jan 2026
Other details:	No



Application form for converting schools

Instructions for applicants

This form is only for converting school applications. If you are a new school, please head to our website to find the appropriate information and forms.

What you'll need to provide

1. A written response to our assessment criteria in this document.
2. Answer all questions.
3. Sign the application declaration at the end of this document.
4. If you have new governing members since completing your EOI, complete statutory declarations for all new governing members.
5. If you have any comments with regard to the draft contract, note in the section provided in this document.

Submitting your application

1. Applications should be submitted by email to applications@charterschools.govt.nz.
2. For applicants who want to open in February 2026, the last date to submit an application is by 5:00pm, 27 June 2025.
3. If you submit after this date, your application will still be accepted. But please note that submitting after this date may affect when your application is assessed and when you will be able to open.
4. If you do encounter technical issues when you are submitting, please contact the applications team at applications@charterschools.govt.nz.
5. Please clearly name your files as follows:
 - a. [Applicant/sponsor name – Application form for Charter Schools - Kura Hourua]
 - b. [Applicant/sponsor name – Statutory declaration for Charter Schools - Kura Hourua]

Application process terms and conditions

This process is undertaken in accordance with the Charter School Agency application terms and conditions. By applying, the applicant agrees to the terms and conditions appended to this application.



In the application document, we want to understand why you are choosing the charter school model for your school, and for you to demonstrate your capability to establish and operate a charter school.

If, as the applicant:

You are a member of the school community jointly proposing a conversion of your community's state school with a sponsor.

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Complete the application jointly and each co-sign the declaration as the community member and the sponsor.

Aspiration to convert to a charter school

The requirements for this section are to demonstrate how converting from a state school to a charter school will benefit the school community and the students.

Aspiration to convert

1. In considering the focus of your school, articulate why charter schools are the model of choice for you to achieve and exceed your academic objectives. Your response should include (but not be limited to):
 - how converting will deliver positive impacts for students and the school community
 - how converting will enable you to innovate and/or improve performance and/or deliver education efficiently.

Kelston Boys' High School is a school with a proud history of achievement in rugby, and in rugby league, where the majority of students are Pacific, but with a long history of low achievement which has worsened over the last six years. The "brotherhood" which develops between students is a distinctive characteristic of the school.

The applicant proposes to utilise the freedoms of the charter school model to **increase student achievement by**

- introducing a **modern curriculum** where students with a keen interest in sport are prepared for careers in the sport and recreation sector, as well as in related spaces such as media, marketing, sales, entrepreneurship, and business ownership. This would bridge the university and vocational pathways.
- introducing more **flexible timetabling**
- providing **professional development opportunities** for the school's teachers to align with the changing curriculum and the future of secondary education in New Zealand.
- introducing a **community driven governance model**.
- recognising the strong sense of brotherhood in the student body and **empowering older students** to take responsibility for the attendance and achievement of younger students (a tuakana-teina model) and by developing the mutually support and internally competitive peer networks (moving forward together) that already exist.
- Resourcing the **sports department** to reduce the dissociation between the sports-field and the classroom in order to ensure that students remain actively involved in sport and step onto their chosen career path after leaving school.

This proposal also involves reorienting the school to focus on career planning, academic catch-up, academic advancement, high expectations, and an academic safety net for students at risk of falling off their chosen career path.



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THE PROBLEM WHICH CONVERSION TO A CHARTER SCHOOL WILL SOLVE is the continuing fall in educational attainment at Kelston Boys' High School. The paramount objective of a school Board is (or will be when the Education and Training Bill (No 2) passes) is "to ensure that every student at the school is able to attain their highest possible standard in educational achievement". In 2024, only 12.1% of Year 13 students at Kelston Boys' High School were awarded University Entrance compared to 77% of Year 13 students at neighbouring Avondale College and 93% of Year 13 students at Liston College, the other single-sex boys' secondary school in West Auckland.

61% of Kelston Boys' High School students are Pacific. In 2024 only 8.4% of Pacific Year 13 students at KBHS were awarded UE. The corresponding figures for Avondale College and Liston College were 47.3% and 89.3%. We aim to match the Avondale College achievement within 3-5 years.

Kelston Boys' High school's roll is 20% Maori. This leads to a small cohort in Year 13. In 2024 only 1 of the 16 Maori in Year 13 was awarded UE.

In 2024 only 40% of Year 11 students at Kelston Boys' High School gained NCEA Level One. The national average was 70%.

As a charter school the sponsor would have a contractual obligation to reach agreed attainment levels. For example, 95% of school leavers would be required to have NCEA Level 2 or above. In 2024, according to the education counts website only 79.5% of students leaving Kelston Boys' High School had NCEA Level 1 or above. A smaller percentage of 2024 leavers, well below the 95% required of a charter school, would have had NCEA Level 2 or above.

Award of UE to Year 13 Kelston Boys High School students 2014-2024 by ethnicity

Year	Kelston %	Asian	European	Māori	Pacific	Other
2024	12.1%	29.4%	19.0%	6.3%	8.4%	
2023	14.9%	37.5%	15.0%	10.5%	14.7%	0.0%
2022	14.8%	28.6%	25.9%	12.0%	9.6%	
2021	20.5%	44.4%	37.5%	11.1%	15.9%	
2020	21.7%	38.5%	43.8%	16.7%	15.9%	
2019	22.4%	41.7%	38.5%	31.6%	14.8%	
2018	29.3%	50.0%	45.0%	31.3%	21.3%	
2017	25.3%	57.1%	27.3%	21.7%	21.2%	
2016	25.2%	53.3%	38.9%	32.0%	15.1%	57.1%
2015	25.4%	42.1%	55.6%	14.3%	17.9%	
2014	24.2%	27.8%	42.4%	17.4%	19.4%	



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The requirements for this section are to demonstrate how converting from a state school to a charter school will benefit the school community and the students.

There seems to have been a deliberate decision by KBHS to move away from being a “UE” school towards becoming a NCEA Level 3 school, as evidenced by the Table below, which is school-leaver not Year 13 data.

Award of UE and Attainment of NCEA Level 3, KBHS School-Leavers 2018-2024

Year	NCEA Level 3	University Entrance
2024	64.2%	9.9%
2023	57.4%	10.1%
2022	53.3%	10.2%
2021	35.4%	12.4%
2020	51%	17.5%
2019	47%	19.3%
2018	48%	21.6%

Ministry intervention over several years has been ineffective in lifting achievement at Kelston Boys’ High School. The Kerehana/Kelston Vision Project (KVP) was initiated by the Ministry in 2019 with the goal of improving education in Kelston schools. The table on the previous page shows that achievement at Kelston Boys’ High School has fallen since the KVP began. This is important as it shows Ministry intervention or support has been tried and has been unsuccessful. The school’s 2024 ERO report emphasised the need to improve outcomes for all learners.

NOW IS THE RIGHT TIME FOR KELSTON BOYS’ HIGH SCHOOL TO CONVERT as the principal has given notice of her intention to resign effective 27 Jan 2026, and a new Board was elected in the recent Board election. The school is currently without a principal. An acting principal is looking after the day-to-day operation of the school. The school has not yet placed an advertisement for a new principal. 9(2)(a)

None of the previous parent reps was re-elected.

THE POSITIVE IMPACTS OF CONVERSION FOR STUDENTS AND THE SCHOOL COMMUNITY

The main positive impacts of conversion for students and the school community will be

1. Increased student achievement

We have direct strategies to increase student achievement. There are also indirect strategies which will influence the educational ecological system around students and their peers (an application of Bronfenbrenner) to embed high achievement as the “steady state” for the school in a dynamic system.

2. Increased community involvement in governance
3. An increased proportion of in-zone boys electing to enrol at KBHS
4. A strategic plan for the sporting department.
5. Support to Deliver Community Goals for the future of secondary education in Kelston/New Lynn



Aspiration to convert to a charter school

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Increased Student Achievement

Conversion will increase student achievement at Kelston Boys' High School through a combination of charter school freedoms and the application of proven, conventional approaches.

A charter school has a contractual requirement to meet minimum levels of student achievement. A state school just needs to avoid the appointment of a Limited Statutory Manager, or Commissioner.

Charter School Freedoms

- A focus on “catching up” in literacy and numeracy by **narrowing the junior school curriculum**. Instead of English and mathematics being 2 of 7 subjects taught in Year 9, they become two of four or five until students are achieving at the required level. Students who are behind in English and Mathematics will have “double English” and/or “double Maths” with fewer other subjects. At the moment there are students who leave Year 13 functionally illiterate or without knowing their times tables.
- **Moving towards a modern curriculum** at Kelston Boys' High School. We support the move to a new secondary qualification, the introduction of new subjects, and the upcoming new curricula. However, there are significant gaps, particularly for athletes. For example, we see “sales” as a bridging subject between the vocational and UE pathways. It is a common career path for athletes. Many have name recognition that gets them in the door. Almost all have good social interaction skills. We think the mix of theory and practical skills will resonate with many students. Some may progress into undergraduate business degrees. Others may move directly from school into sales roles. All may find the subject useful for securing part-time employment while at school.
- Reasons for poor attendance include work and family responsibilities. The STAR initiative may not overcome these life realities and others for some students. One response is **flexible timetabling** (Hagley College in Christchurch operates a form of this).
- Reallocation of funding so that the school employs **more teacher-aides or tutors in the junior school** (where behaviour management can be difficult) to support teachers to increase literacy and numeracy.
- At present the school offers a number of unit standard assessed subjects which students do not regard as employment pathways. Increasing University Entrance attainment will reduce the student demand for these subjects. The charter school model provides the school with **more flexibility when it comes to providing leave for professional development opportunities**. The sponsor would be very supportive of teachers who wish to increase or refresh their content knowledge of a University Entrance approved subject.
- recognising the strong sense of brotherhood in the student body and **empowering older students** to take responsibility for the attendance and achievement of younger students (a tuakana-teina model)

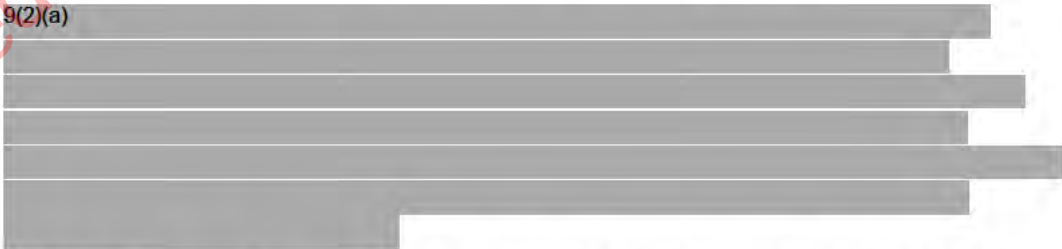


Aspiration to convert to a charter school

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and by developing the mutually support and internally competitive peer networks (moving forward together) that already exist.

Proven Conventional Approaches

- **Selection of the incoming principal.** We see the school's principal as the leader in raising student achievement. We are aiming to lift the UE award rate to 30% within 3 years and to 50% within 5 years. The change in St Paul's College (Ponsonby) achievement is evidence that this goal is achievable. That school had a 16.7% UE award rate for year 13 Pacific students in 2015, the last year of Mark Rice as principal. This jumped to 43.8% in 2016 with Kieran Fouhy as principal. It was 91.9% in 2021, Mr Fouhy's last year as principal.
- Reallocation of funding to **improve career counselling** so that every student knows why he is at school. Academic achievement begins with course selection. At present students choose courses that are perceived as easy, that their mates are doing, that have a "chill" teacher, or that provide regular time away from school (e.g. at Unitec). We will require all students to be on a career pathway. If the student does not have a career pathway at least 4 of his 5 subjects will be UE approved.
- Reallocation of funding to **ensure every student has a device.** At present Kelston Boys' is a BYOD school, however an alarming number of students do not own a device.
- **Explore AI as an aid** to classroom learning or tutoring. Students already make extensive use of AI. We plan to explore the use of AI as a "private tutor" for each student. The concept is to place content learning (say the trigonometric ratios) within the context of a student's interests as determined, perhaps, by his use of social media.
- We will **encourage students with ability and ambition to study at a higher year level.** For example, Year 11 courses in Year 10, to accelerate their learning, and to lift academic and career aspirations.
9(2)(a)

- Allowing students to **study different subjects at different achievement levels** e.g. Level 2 physics together with Level 1 English.
- We will encourage students to **"Shoot for the moon. If you miss you will still be among the stars"**. High expectations rather than "the corrosive bigotry of low expectations".



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- **Increased attention paid to students at risk of not achieving.** Not meeting checkpoint milestones, and other indicators that a standard might not be achieved will be red flags that trigger the development of a plan to ensure the student gets back on track. A tutor sent this email to the school's acting principal only to find that the school has no plan.

9(2)(a)

Increased Community Involvement in Governance and Student Involvement in Management

Section 212P(1) of the Act provides a sponsor with the "complete discretion to control the management of the school as the sponsor thinks fit". In a general sense we intend to manage the school as though it were a business where the school community can be seen as shareholders, although without the power to appoint the Board. We see the converted school as a social enterprise with a mission (raising educational achievement) that empowers the community and is funded through the sale of "bums on seats" to the government, supplemented, perhaps, by related government contracts (e.g. attendance services, crime reduction, Oranga Tamariki) or income from international students attracted to the school's rugby and other sports programmes.

In this structure the sponsor's role is to keep the school "on mission" and moving towards long-term strategic goals in a sustainable manner. The sponsor must employ the best people for the various roles within the school, resource them to deliver on their KPIs, and develop/maintain productive relationships within the sector.

To empower the school community, it is our intention to operate a much more transparent Advisory Board structure with public meetings perhaps six times a year where the school community can raise and discuss problems, and with minutes of those meetings published to the school website. This approach has been very successful at Western Springs College. Our understanding is that no member of the public has attended a Kelston Boys' High School Board meeting in the last three years. Neither the agenda nor the minutes are published to the website, although they are available on request.

There will also be much greater student involvement in decisions that affect students through the institution of a student council, with decision-making powers, that is answerable to the principal.

The presumptive student council has developed the school's policy on fighting. Every student who is involved in a fight while in school uniform will be removed from class for a period of not less than seven days. This is a "no fault" policy. They will have a teacher-aide to supervise them in the "time out" class and will not return to class until their attendance has been 90% for a week and their schoolwork is up to date.



Aspiration to convert to a charter school

The requirements for this section are to demonstrate how converting from a state school to a charter school will benefit the school community and the students.

An increased proportion of in-zone boys electing to enrol at Kelston

Half of all boys' resident in the Kelston secondary school zone attend a secondary school out of zone. Our consultation with parents of students enrolled at Kelston Boys' High School revealed that a number had applied for places at other schools but had been unsuccessful, so their sons are Kelston students against their parents' wishes.

KBHS had 1,250 students at its peak in the 1980s, with 1,100 students enrolled in 2010, and 600 in 2022. White flight from the boys' school has been pronounced. There were 371 European students in 2000, but only 21 in 2024.

KBHS is also unacceptable to a large number of Pacific and Māori parents. It has a reputation for truancy, low achievement, and there is a strong perception that it is a violent school. An enrolment scheme was introduced from the beginning of 2023. The table below shows that the majority of students who have enrolled at KBHS since the enrolment zone was introduced are "out-of-zone".

	No zone when Enrolled	In-zone Enrolment	Out-of- zone Enrolment
Year 9	0	96	101
Year 10	0	73	99
Year 11	0	85	88
Year 12	74	17	18
Year 13	82	16	7
TOTAL	156	287	313

In 2024 the Board of Avondale College allocated 300 Year 9 out-of-zone places. In 2025 the Board allocated 250 Year 9 out-of-zone places. The majority of these places are filled by students who live in the Kelston school's zone. Avondale College is facing roll pressure from high density housing in its zone (the Unitec housing development and Avondale racecourse development in the future).



Aspiration to convert to a charter school

The requirements for this section are to demonstrate how converting from a state school to a charter school will benefit the school community and the students.

A Strategic Plan for the Sports' Department

Although Kelston Boys' High School has an enrolment scheme, the effect of a falling roll has meant that it has the capacity to take all comers. The school has a long and proud record in rugby and has been the NZ rugby league champion school four times in the last 20 years (including 2025). 9(2)(a)

As a result, the school has a significant number of out-of-zone students who have enrolled at Kelston for sport.

Our review of the Board minutes 2023-2025 did not find any evidence of a strategic plan for sport in the school. There is no "sport" section on the school website.

A strategic plan for the Sports' Department would have the benefits of

- Articulating a mission
- Clearly integrating sports and academics
- Setting a budget. The department might be partially funded by the allocation of a proportion of international students' fees to the sports' department.
- Extending the scope beyond "winning this year" to ensuring boys are well placed to continue playing sport, at whatever level, once they leave school.

Support to Deliver Community Goals for the future of secondary education in Kelston/New Lynn

The Kelston/Kerehana Vision Project was instituted by the Ministry of Education with the aim of improving schooling in Kelston. The main outcome of an extensive consultation process was a decision by the schools and the community to co-locate Kelston Girls' College and Kelston Boys' High School on the Kelston Boys' High School campus with both schools retaining their separate identity. The project was halted in 2024 as the estimated 220 million cost of a transformative rebuild of the Kelston Boys' High School campus was not a sufficiently high priority. The Ministry has not retained the costings which led to this estimate, but we believe the costs of co-location are actually around twenty million dollars.

Our own consultation has revealed considerable support for the establishment of a co-educational school on the Kelston Girls' College site as that school relocates to share the Kelston Boys' High School site. We agree that the addition of a co-educational secondary school in the Kelston zone would be a valuable addition to the network, and in principle have no objection to sharing the Kelston Boys' High School site with Kelston Girls' College.



Sponsor capability

The requirements for this section are to demonstrate the sponsor's capability to support the operations, outcomes and performance of the charter school.

Experience and knowledge

1. Describe your experience and knowledge of the New Zealand schooling system and how this will enable you to effectively operate a charter school which will lift achievement and attendance for New Zealand students.

Our experience and knowledge of the New Zealand schooling system is derived from the six groups of **people** most involved in the governance and management of the school. It is exhibited in the awareness of, and solutions to, the immediate **problems** facing the school. In the medium term, our strategic **plan** is our roadmap for navigating the secondary schooling system to the advantage of the school's students.

PEOPLE

Our experience and knowledge is contained within six groups of people. They are

- **Siaosi Gavet, the applicant**
- **The incoming principal**
- **The sponsor**
- **The students**
- **The staff**
- **Our external professionals and supporters**

Siaosi Gavet, the applicant

Siaosi Gavet is a deeply committed member of the school community, whose application stems from a vested interest in lifting student achievement at KBHS. His involvement and experience with the school have been significant and impactful. 9(2)(a)

He leveraged his strong connections within the wider Kelston community, playing a crucial role in facilitating support for KBHS staff, students, and whānau. The school greatly appreciated his ability to broker relationships between the Ministry's trauma teams and the local community during this difficult time.

Siaosi's professional background also includes extensive work with schools at the Ministry of Education, where he served as Chief Advisor for Tertiary Studies (Pacific) within the Graduate Achievement Vocations and Careers Unit, and as a Student Achievement Function Practitioner (SAF). As a SAF, he collaborated closely with Dr. Brian Evans, the principal of KBHS at the time, and the school's Senior Leadership Team to develop strategies for accelerating achievement, including professional learning and development that emphasised data integrity, mining, and interrogation.

After his tenure at the Ministry of Education, Siaosi was re-elected to the KBHS Board, serving from 2016 to 2019, during which he held the position of presiding member. In this second term, the Board appointed the current principal, Adeline Blair (whose resignation is effective January 27, 2026). During this period, he also served as the



Community Champion for the Ministry of Education's Pasifika Power Up Plus program for West Auckland and successfully recommended its base at KBHS.

Siaosi brings a wealth of high-level management and executive oversight and governance experience from various roles. He has held leadership positions at the University of Auckland, supporting first-year students' transition to university, and as General Manager at Visionwest Community Services Trust, where he oversaw their youth education and training unit, which included an Alternative Education program. The AE program was a member of the Waitakere Alternative Education Consortium, based in West Auckland. Additionally, Siaosi was Chief Operations Officer, and subsequently Chief Development Officer at the Solomon Group. He was General Manager at BEST Pacific Institute of Education, and has been appointed to the Ministry for Pacific Peoples and Ministry of Education's Pacific Education Board that was charged with administering academic tertiary scholarships.

The incoming principal

The sponsor advertised the "principal" position in the Education Gazette, and short-listed three suitable candidates, 9(2)(a).

Our roles specification for the principal is below:

Principal Role Specification

Position Purpose

The Principal will provide the strategic, educational, and cultural leadership required to transform Kelston Boys' High School into a high-performing charter school. As the school's chief executive, the Principal will ensure that every student is supported to reach their academic potential, with a particular focus on raising **University Entrance (UE) attainment to at least 30% within three years.**

Key Responsibilities

- **Educational Leadership:**
 - o Drive improvement in teaching and learning, with emphasis on literacy, numeracy, and pathways to NCEA Level 2, NCEA Level 3, and UE.
 - o Set clear academic targets and ensure that curriculum and assessment practices are aligned to those goals.
- **Strategic Use of Charter Flexibilities:**
 - o Leverage charter school freedoms in staffing, curriculum design, and resourcing to meet student needs.
 - o Innovate with tailored programmes in sport, recreation, and vocational learning while ensuring academic rigour and strong UE pathways.
- **Community and Cultural Engagement:**
 - o Build strong, trusting relationships with Pacific and Māori families, whānau, and aiga.
 - o Embed cultural values and practices in teaching and school life, ensuring inclusivity and equity.
- **People Leadership:**
 - o Inspire and develop teachers through professional learning, mentoring, and appraisal systems linked to student outcomes.



- o Foster a collaborative and respectful culture with staff, including constructive engagement with unions.
- **Student Support:**
 - o Ensure that material barriers to learning (e.g., digital access, uniforms, nutrition) are reduced through effective use of funding and community partnerships.
 - o Promote positive behaviour, resilience, and wellbeing across the student body.
- **Governance and Accountability:**
 - o Work in partnership with the Board and sponsor to deliver against performance targets.
 - o Maintain transparent reporting on student outcomes and school performance.

This role specification leads to the following

Principal Selection Criteria Matrix

Criteria	Essential	Desirable
Leadership Track Record	Demonstrated success in raising achievement (NCEA Level 2, Level 3, and UE) in a low-decile or high-diversity secondary school.	Experience as Principal/Deputy Principal in a school with significant Pacific and Māori student populations.
Educational Leadership	Deep knowledge of curriculum, pedagogy, and assessment, with ability to align teaching to UE targets.	Experience leading curriculum innovation that integrates vocational and academic pathways.
Cultural Responsiveness	Proven ability to engage Pacific and Māori learners, whānau, and aiga in education.	Ability to embed mātauranga Māori and Pacific values authentically in school culture.
Community Engagement	Strong communication and partnership-building skills with parents, community groups, and stakeholders.	Established networks with Pacific community leaders and education providers.
People Leadership	Demonstrated ability to inspire, support, and retain quality teachers; proven experience managing change.	Experience resolving industrial relations issues (e.g., union negotiations, staff resistance).
Strategic Use of Autonomy	Evidence of innovative use of resourcing and flexibility to remove barriers to learning.	Experience working within a charter school or special character school environment.
Data-Driven Practice	Skilled in using achievement data to set goals, monitor progress, and drive improvement.	Experience implementing school-wide systems for real-time data tracking.
Governance and Accountability	Willingness to be accountable to the Board for explicit performance targets (e.g., UE ≥ 30%).	Previous experience reporting to a Board or sponsor with contractual performance measures.
Personal Qualities	Resilient, visionary, culturally competent, student-focused, and committed to equity.	Inspirational public speaker and advocate for education in the wider community.



The CV of our principal-designate is below in our response to Q2 “How will you ensure the standard of tuition will enable you to meet your contracted outcomes in the Performance Management Framework?” of the “Performance Management Framework” section of this framework.

The Sponsor

The sponsor, Bangerz Education and Wellbeing Trust (BEWT), is a major provider of youth development services in the Kelston/New Lynn area. A major focus of its activities is the provision of a tutoring and Individual Learning Plan service to youth in Years 11-13 who are not on track to complete their current NCEA Level or UE. The particular experience and knowledge of the secondary schooling sector that the sponsor brings to this application lie in

- The development of bespoke pathways to qualification attainment (including the ongoing use of the 266 series)
- Sufficient knowledge of the curriculum to develop bridging courses such as a “sales”

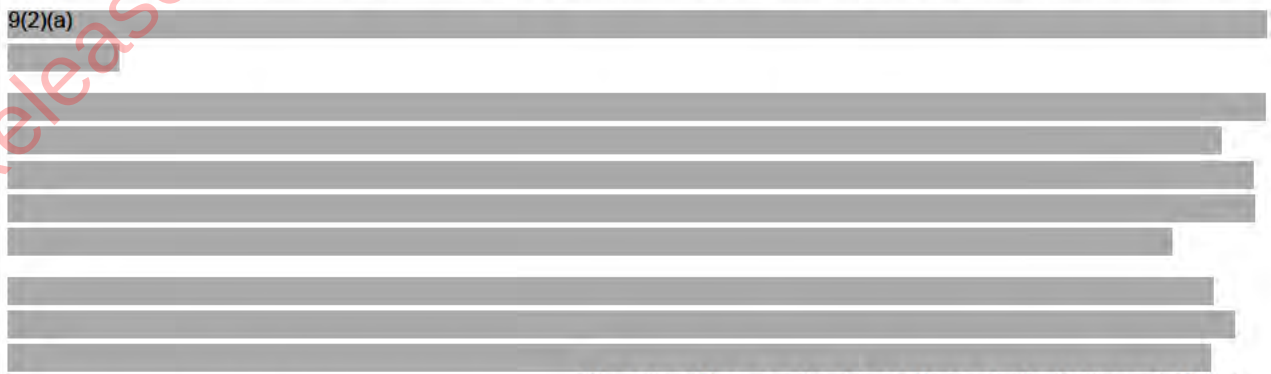
The sponsor is currently involved with 15 Year 11 students from Kelston Boys' High School. The table below sets out their achievement status at the beginning of Term 4, 2025.

9(2)(a)



In the table 'CAA' means that the NCEA literacy or numeracy pre-requisite was obtained through the externally assessed Common Assessment Activity. 'ALT' means the literacy or numeracy pre-requisite was obtained through the internally assessed literacy or numeracy rich achievement standards accepted as an alternative to the CAA.

9(2)(a)



The school has no plan to get these students through NCEA Level 1 in 2025. We have developed plans for each of them, using PTEs, the 266 series, and the summer school



operated by Te Kura, the correspondence school, to have these students achieve NCEA Level One in this school year.

The six unit standards of the Level One core generic '266' series are

- US26622
- US26624
- US26625
- US26623
- US26626
- US26627

These standards contribute a total of 20 (out of the 60 required) credits towards NCEA Level One so long as the student meets the NCEA corequisite through standards on an approved list of literacy- and numeracy-rich achievement standards and not the CAA.

The sponsor has sufficient knowledge of the New Zealand secondary school system to develop “bridging” subjects such as “Sales”. We see “sales” as a bridging subject between the vocational and UE pathways. It is a common career path for athletes. Many have name recognition that gets them in the door. Almost all have good social interaction skills. We think the mix of theory and practical skills will resonate with many students. Some may progress into undergraduate business degrees. Others may move directly from school into sales roles. All may find the subject useful for securing part-time employment while at school

The students

Each one of the school's students brings between 8 and 12 years of experience of the New Zealand schooling system. It is the sponsor's intention to involve students in decisions that affect them.

The Staff

The teaching and support staff have a deep well of knowledge and experience of the New Zealand schooling system. We are committed to involving staff in decisions that affect them.

Our Professional Advisors

The sponsor has assembled a superior team of professional advisors and supporters.

The school will be using SMARTLY as its payroll provider.

EDUCATION SERVICES will be our accountants, and will select the school's auditor.

EVALUATION ASSOCIATES 9(2)(a) will provide general support to the sponsor.

9(2)(a) will be our governance facilitator and our property consultant.



PROBLEMS

We see the school as facing three immediate problems

- **Low achievement**
- **Violence**
- **Loss of community confidence**

Low Achievement

We see the conversion of Kelston Boys' High School to a charter school as an intervention which has the primary aim of lifting student achievement.

At a superficial level, conversion replaces the current Board with an Advisory Board and a sponsor. This is conceptually similar to changes in the governance of sports bodies over the last decade where "grass roots" volunteers have been moved into a minority role on governing bodies.

Our plans for lifting student achievement are described on pages 5-7 above and on pages 30-38 as well as pages 41-44 below.

Although we have a committed principal, we believe that an equally important driver of student achievement is a knowledgeable and involved Advisory Board and sponsor which asks the right questions of the principal and SLT.

Violence

Kelston Boys High School is a violent school. It is the only school in the country where a student has been killed in a fight between students on school grounds. That attack is still remembered. Notable incidents this year include

9(2)(a)

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The applicant and the sponsor have discussed this with 9(2)(a) (National Partnerships Manager for Pacific Peoples, NZ Police) and 9(2)(a) of the New Zealand police. Senior Sergeant Sanelio Kaihau has recently been elected as a parent representative on the school's Board, and is its presiding member 9(2)(a)

9(2)(a)



9(2)(a)

Loss of Community Confidence

Fifty per-cent of parents resident in the Kelston secondary school zone send their sons to schools outside the zone. Our consultation with parents of students enrolled at Kelston Boys' High School revealed that many had applied for places at other schools but had been unsuccessful, so their sons are Kelston students against their parents' wishes.

Kelston Boys' had 1,250 students at its peak in the 1980s, 1,100 students in 2010, and 600 in 2022. White flight from the boys' school has been pronounced. There were 371 European students in 2000, but only 21 in 2024.

KBHS is also unacceptable to a large number of Pacific and Maori parents. It has a reputation for truancy, low achievement, and violence. An enrolment scheme was introduced from the beginning of 2023. The table below shows that the majority of students who have enrolled at KBHS since the enrolment zone was introduced are "out-of-zone".

	No zone when Enrolled	In-zone Enrolment	Out-of-zone Enrolment
Year 9	0	96	101
Year 10	0	73	99
Year 11	0	85	88
Year 12	74	17	18
Year 13	82	16	7
TOTAL	156	287	313

In 2024 the Board of Avondale College allocated 300 Year 9 out-of-zone places. In 2025 the Board allocated 250 Year 9 out-of-zone places. The majority of these places are filled by students who live in the Kelston zone. Avondale College is facing roll pressure from high density housing in its zone (the Unitec housing development and Avondale racecourse development in the future).

We appreciate that Kelston is perceived as a "rugby" school, with low-achievement and racist associations. It is not an acceptable secondary school option for the majority of parents living in-zone.



STRATEGIC PLAN

The sponsor's strategic plan for the school is very much in draft form at this stage. We have high-level goals (that we need to consult further about), but the (annual) pathway to their implementation requires somewhat more knowledge of how the school operates on a day-to-day basis than we currently have.

Section A of the strategic plan is narrative in style, and covers topics like vision, values, logo and motto, distinctive character, educational philosophy. Section B, in its draft form covers the school's strategic goals and is pasted below. "Attendance" is a pastoral goal.

The draft strategic plan for Kelston Boys' High School has been posted on the sponsor's website.

SECTION B: STRATEGIC GOALS 2026-2029

B1 Academic

B2 Personnel

B3 Pastoral Care

B4 Enrolment

B5 Extracurricular

B6 Property

B7 Finance

B8 Governance and Advisory Board

B1 Academic

Strategic Goals 2026-2029

Academic

Key Result Area	Objectives			
Student Achievement	B1A NCEA achievement and UE award rates that match those of European students nationally. The 2024 national achievement rates by ethnicity			
		NCEA L1	NCEA L2	NCEA L3
				UE
	European	77.6%	78.6%	72.8%
	Maori	60.4%	65.4%	59.0%
	Pacific	54.6%	65.8%	64.6%
	(source: NZQA. (2024). NCEA, University Entrance, and NZ Scholarship data and statistics 2024)			
	B1B By the end of the school year, 80% of Year 10 students are achieving at or above the curriculum level in mathematics, reading, and writing.			
	B1C Students with academic ambition who are prepared to work are provided with opportunities to achieve at above their year level.			



	B1D The school provides interested students with the opportunity to sit Cambridge exams, with this experience contributing to a decision in 2029 as to whether Kelston Boys' High School becomes a dual-pathway school. B1E Students at <i>Auckland Sports College</i> have received careers counselling such that they have chosen a career outside sport and are on an academic path consistent with that career choice by the end of their second term at the school. The career choice is re-evaluated twice each year.
Curriculum Development and Maintenance	• B1F To provide a range of educational pathways for all students • B1G To strengthen relationships and curriculum links with tertiary and industry providers as well as with other secondary schools • B1H To continue to review the school's curriculum
Curriculum Delivery	• B1I To ensure excellence in curriculum delivery on-campus and on-line. • B1J To evaluate curriculum delivery. • B1K To optimise academic learning time; on-campus and on-line. • B1L To provide appropriate on-line instructional Professional Development and support for staff.
Maori and Pasifika	• B1M To improve achievement outcomes for Māori and Pasifika students • B1N To promote the knowledge and use of Te Reo Māori, Pacific languages, Tikanga Māori, and Fa'a Pasifika by staff and students. • B1O To develop and strengthen relationships with tertiary Māori and Pasifika liaison departments/staff.

B2 Personnel

Strategic Goals 2026-2029 Personnel	
Key Result Area	Objectives
Appointments	• B2A To attract, appoint and retain quality teachers and support staff members who are committed to excellence and the school's distinctive character. • B2B To appoint teachers who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in extracurricular activities. • B2C To appoint staff who share the school's vision, values and mission and who are prepared to contribute to achieving the school's aspirations and strategic goals. • B2D To maintain and enhance Human Resource processes and protocols.
Human Resources	• B2E To review the Human Resource processes and protocols to ensure the School is compliant with regard to its legal obligations.
Professional development	• B2F To ensure professional development systems are in place for staff to support their on-going development. • B2G To ensure adequate resources are allocated annually to staff professional development and account for their use.



	• B2H To encourage self-review systems and use outcomes to affect professional development provisions for staff. • B2I To develop management and leadership skills in senior staff.
Leadership	• B2J To identify high performing staff with leadership potential and provide them with pathways, processes and professional development to advance their ability to contribute at middle and senior management level. • B2K To promote leadership pathways within the School. • B2L To enhance succession planning by identifying and developing individuals with the capability to perform in senior roles.
Performance Management	• B2M To maintain an effective performance review process annually whereby staff members are appraised against goals that align with the school's strategies.

B3 Pastoral

Strategic Goals 2026-2029

Pastoral

Kelston Boys' High School recognizes that each of its students face a number of challenges in their daily lives. Many are at risk for a number of adverse life outcomes. The college aims to be a safe place based on strong relationships both horizontal (student-student) and vertical (student-staff) from which students can draw strength, confidence, and support.

Key Result Area	Objectives
Safety	B3A <i>Kelston Boys' High School</i> is a physically and emotionally safe place.
Relationality	B3B Strong, authentic relationships are developed and maintained
Resilience and Wellbeing	B3C Staff and students report high levels of resilience and wellbeing
Advocacy	B3D Students are supported in their interactions within and outside the school.
Life and Employment Skill Development	B3E Students develop life and employment skills.
Attendance	B3F 80% of students present for 90% of each term. B3G There is no association between attendance and achievement



B4 Enrolments

Strategic Goals 2026-2029

Enrolment

As a charter school, Kelston Boys' High School does not have a zone.

Key Result Area

Enrolment Growth

Objectives

B4A *Kelston Boys' High School* to reach its current physical capacity of 1,100 students by 2029.

B5 Extracurricular

Strategic Goals 2026-2029

Extracurricular

Extra-curricular activities such as sports, cultural events, and the performing arts all provide opportunities for youth to be challenged and extended, to forge relationships with their peers and with staff members outside of the classroom, to build resilience, and to make their family proud.

Key Result Area

Sports

Objectives

B5A To review Premier and Pathway team programmes for students and staff members.

B5B To refine mentoring programmes for coaches of Premier and Pathway teams/groups.

B5C To review core school sports to focus on high-level development and achievement.

B5D To develop a strength and conditioning facility.

B5E To resource sport in school to provide every chance for regional and national success.

B5F To implement and reinforce a code of conduct for all players, managers, and coaches and communicate this to the school community.

B5G To reinforce a consistent uniform and grooming code for all Premier teams/groups for all situations – match, travel, inter-school fixtures, regional and national tournaments.



	B5H To increase opportunities for student participation in sport. B5I To develop relationships and pathways to facilitate student participation in organised sport and/or active recreation once they leave <i>Kelston Boys High School</i>
Cultural Events	B5J To implement a calendar of attendance or participation in cultural events as requested by the student body
Performing Arts	B5K To offer a Performing Arts programme at <i>Kelston Boys High School</i>

B6 Property

Strategic Goals 2026-2029 Property

Key Result Area	Objectives
Buildings and Grounds	B6A To ensure the Crown fulfils its maintenance and upgrading requirements as landlord. B6D To develop appropriately resourced 5 and 10 year capital works and maintenance plans, with the goal of Kelston Boys' High School growing into a school with over 2,000 students. B6E Compliance with legal and regulatory requirements B6F To ensure the site is clean, in good repair, and conveys the desired image of Kelston Boys' High School.
Transport	B6G To purchase or lease, and to maintain, the school's motor vehicles B6H To provide transport to and from school for those students for whom this is desirable.
Teaching and Learning Resources	B6I To ensure teachers and learners have adequate resources B6J To ensure the school has adequate IT resources, including laptops
Security	B6K To ensure the site is secure
Office Equipment	B6L To ensure the office spaces are adequately furnished
Uniforms and Sports /Gym Equipment	B6M The school has an adequate stock of school uniforms B6N The school has an adequate stock of sports uniforms and gear, including bags and towels



B6O The school has a fully outfitted gym

B7 Finances

Strategic Goals 2026-2029

Finances

Key Result Area	Objectives
Establish and embed sound financial practices and processes	B7A Unqualified audit report
Operating surplus in each of 2026 and 2027	B7B 9(2)(ba)(i)
External Sources of Income	B7C 9(2)(ba)(i)

B8. Governance and Advisory Board

Strategic Goals 2025-2029

Governance and Advisory Board

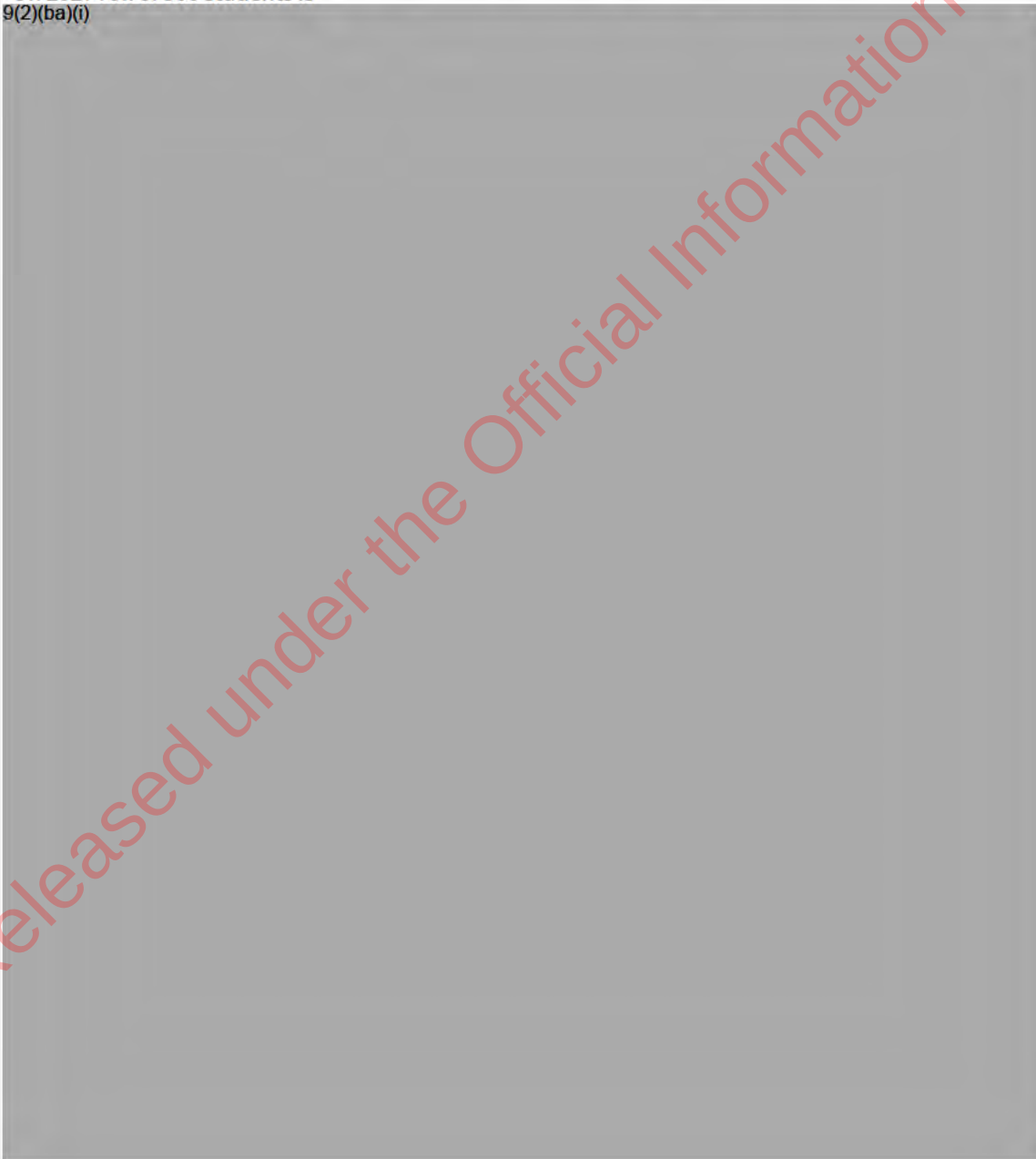
Key Result Area	Objectives
Advisory Board meets regularly	B8A Six Board meetings (minuted) each year
Advisory Board performs its core functions	B8B Annual plan, budget, and updated strategic plan signed off by Advisory Board at its last meeting of the year.
Advisory Board communicates with the school community.	B8C So far as is consistent with individual privacy and the commercial interests of the sponsor meetings of the Advisory Board are public meetings of the school community. B8D The minutes of Advisory Board meetings are published on the school's website once they have been confirmed as true and correct. B8E The school communicates with its community through its website, its social media presence, its prospectus or prospectuses, and its newsletters, if any.



Financial capability

2. Provide an indication of your financial viability through a profit/loss (P&L), cash flow and balance sheet for each year of your first three years of operation.

The output from the funding calculator provided to charter school applicants in March 2025, calculated on a Term
On 2027 roll of 900 students is
9(2)(ba)(i)





As expected, as charter school funding is “broadly comparable” to the funding of ordinary state schools, the funding of almost \$12,000 per student per year is very similar to that received by Kelston Boys High School in 2023 and 2022. The school recorded a surplus in 2023 (the last year for which financial statements are available) and a small deficit in 2022. In both years the net contribution of \$350,000-\$500,000 from locally raised funds was important. There was a modest net revenue from international students of about \$50,000 in each of those years.

The Figure below summarises the school’s income statements for the years ended 31 December 2023 and 31 December 2022.

Kelston Boys’ High School : Income Statement Summaries for the Years Ended 31 Dec 2022 and 31 Dec 2023

		2023	2022
Student Roll		683	654
REVENUE			
Govt Grants	1	8,464,649	7,532,172
Locally Raised Funds	2	745,673	500,800
TOTAL		9,210,322	8,032,972
EXPENSES			
Teacher Salaries	3	6,138,284	5,544,126
Learning Resources (other)	3	471,356	481,746
Admin Salaries	4	719,230	714,753
Other Admin	4	264,026	168,114
Property Salaries	5	69,646	83,072
R&M (incl cyclical)	5	232,862	59,699
Other Property	5	462,825	434,079
Locally Raised Funds	2	231,799	157,840
TOTAL		8,590,028	7,643,429
Depreciation		481,315	416,348
Loss on Disposal of PPE		3,535	2,740
gain on Disposal of PPE		6,500	
net interest		56,032	7,209
SURPLUS		197,976	-22,336

Notes to the Summary of Income Statements

1. The Land & Buildings Grant and the Healthy Lunches Grant have been deducted from the Government Grants figure.
2. This includes International Student Fees of \$204,398 in 2023 and \$160,308 in 2022, as well as income from grants and merchandising.



3. Depreciation has been treated as a separate line item in this summary of “Learning Resources” expenses as recorded in the published Income Statement.
4. The healthy lunches expense has been excluded from this summary of “Administration” expenses as recorded in the published income statement.
5. The “use of land buildings” expense has been excluded from this summary of “Property” expenses as recorded in the published income statement.
6. The “Surplus” figures match those in the published income statement.

The spending decisions of the charter school will align with the school’s strategic plan (see section above). Strategic priorities are the spending priorities, and will be allocated a budget each year. There will be a shift to focus spending on items which lift student achievement, and the sponsor will separate “Sports Department” spending into its own cost centre.

We make two preliminary points:

1. The state school ends each year with cash and cash equivalents of around \$800,000. 9(2)(ba)(i)
[REDACTED]
2. Total spending on salaries in 2023 was 6,927,000. This exceeds (by a small amount) the charter school’s anticipated staffing-based funding for 2026, which is based on a roll of 900 students compared to a roll of 680 in 2023. The school is overstaffed and the staffing mix is wrong (not enough teachers in STEM subjects for example). The sponsor is constrained by clause 119(1) of Schedule 1 of the Education and Training Act which reads “On the conversion date, every employee of a converted school becomes an employee of the sponsor (a transferred employee) on terms and conditions of employment that are no less favourable overall to those that applied to the person immediately before they became an employee of the sponsor...” The Secondary Teachers Collective Agreement does not provide for monetary redundancy payments. The Support Staff in Schools Collective Agreement does provide for redundancy payments.

Our approach to the school finances is going to assume that the school is underperforming financially because of loose controls on spending and poor financial management reporting which have led to a misalignment between the spending decisions of the previous management and the strategic goals of the new stakeholders.

The projected income statements, statements of cash flow, and balance sheets which follow have been completed on a GST-exclusive, accruals basis.



9(2)(ba)(i)

Released under the Official Information Act 1982



9(2)(ba)(i)

Released under the Official Information Act 1982



3. Describe strategies to ensure long-term financial sustainability, including plans for financial oversight and accountability.

3.1 Financial Strategy and Sustainability Framework

Kelston Boys' High School Charter School will operate under a comprehensive **Financial Sustainability Framework** designed to ensure stability, transparency, and long-term viability.

The framework is grounded in four principles:

- **Efficiency:** resources will be allocated directly to learning outcomes and targeted student support.
- **Accountability:** all financial decisions will be transparent and subject to clear governance oversight.
- **Resilience:** prudent reserves and forward planning will ensure operational continuity.
- **Stewardship:** public funds and Crown property will be managed responsibly and ethically.

A **5-year financial plan** will guide operations, incorporating enrolment forecasts, property funding (OPEX + CAPEX), staffing, and curriculum development. The plan will be updated annually and reviewed by the Sponsor Board's Finance and Audit Subcommittee.

3.2 Operational Efficiency and Cost Management

With a projected roll of 900 students, the school's budget will balance operational efficiency with high-quality educational delivery. Key strategies include:

- **Staffing optimisation:** teacher-student ratios will align with Ministry benchmarks, ensuring sustainability without compromising learning quality.
- **Shared services:** the school will participate in collaborative purchasing agreements for ICT, energy, and learning materials to reduce overhead costs.
- **Property planning:** property allocations (currently \$137,816 per annum each for Capital Maintenance OPEX and CAPEX) will be managed through a **rolling 10-Year Property Plan** to avoid deferred maintenance and to maintain Crown assets to Ministry standards.
- **Reserves policy:** an operating reserve equal to **one month of core expenditure** will be held in a dedicated account for contingencies.
- **Supplementary income:** controlled community use of facilities (e.g. sports complex hire, partnerships with tertiary or sporting organisations) will generate modest additional revenue consistent with the school's educational purpose.

3.3 Governance, Oversight, and Accountability

The **Sponsor Board** is the legal entity accountable to the Minister under the charter contract. It will delegate operational authority to the **Principal** but retain strategic and financial oversight.

Governance structure:

Function	Responsibility
Sponsor Board	Approves annual budget and 10-year financial plan; monitors solvency; ensures compliance with charter obligations.



Advisory Board Finance & Audit Subcommittee

Reviews monthly financial reports, variance analyses, and risk registers; makes recommendations to the Sponsor.

Principal (CEO)

Manages day-to-day finances, procurement, and property operations within approved delegations.

External Auditor

Conducts annual audit in accordance with GAAP and Public Finance Act requirements.

Controls and processes:

- Dual sign-off required for all payments exceeding \$10,000.
- Monthly reporting on cashflow, commitments, and variances.
- Quarterly financial summaries submitted to the Ministry.
- Use of an approved accounting system (e.g. Xero) with full audit trail.
- Annual financial statements published on the school website.

3.4 Financial Accountability and Risk Management

To ensure integrity and transparency:

- **Independent audit:** annual external audit by a Chartered Accountant approved by the Ministry.
- **Internal review cycle:** biennial internal audit covering procurement, payroll, and property funding compliance.
- **Risk register:** maintained and reviewed quarterly, addressing financial, enrolment, and property risks.
- **Whistleblower and fraud policy:** consistent with the Protected Disclosures Act.

In the event of enrolment fluctuations or funding-rate changes, the Sponsor will activate contingency measures (e.g. temporary expenditure controls, targeted savings) to protect teaching continuity and staff security.

3.5 Long-Term Viability Review

Every three years, the Sponsor and the Ministry will jointly review financial performance, property maintenance, and roll trends.

This ensures that the school remains financially sustainable, that Crown property is protected, and that the charter continues to deliver value for public investment.

We see three main risks to long-term financial sustainability. They are

- **Property**
- **Change of government**
- **The contract ceases to be fit for purpose**

Property

The sponsor leases the Crown-owned property for a nominal rate, on an “as is” basis.

There are various statements in the March 2025 “Property Arrangements and Funding” factsheet. One reads “Responsibility for managing and maintaining the property will transition from the Ministry to the sponsor over the first five years of their contract with the Charter School Agency. The Ministry will work with the sponsor to



develop a property plan that covers the transition period. Depending on where a school is in its 10-year property plan cycle, this may be based on the school's existing property plan." This is followed by "The capital maintenance funding rate will increase over the transition period as a sponsor takes on increased responsibility for maintaining their property. During this time, the sponsor will also have recourse to top-up funding from the Ministry for capital maintenance on the same basis as state schools (ie on a case-by-case basis) and according to the Ministry's prioritisation criteria. Top-up funding is provided for a specific approved capital project. Any unspent funds must be returned."

We are concerned

1. That as landlord the Ministry should retain responsibility for maintaining the school buildings "fit for purpose".
2. That responsibility for the remediation of defects, such as water-tightness or earthquake strengthening, should remain with the Ministry.
3. That any major property works (e.g roof replacement) already planned for the transition period (first five years of the contract) should proceed, even if that requires some top-up of the CAPEX funding.
4. That the per-student property funding is based on the "average" school building across the country when the Kelston Boys' High School buildings are in "poor to average" state.

Points 1-3 all have the potential to produce sudden million dollar or more shocks.

We would look to a property arrangement more like that outlined in the "Property Condition and Obligations Schedule" below

Property Condition and Obligations Schedule

This schedule establishes a fair and transparent framework for managing the Kelston Boys' High School property following conversion to charter status. It replaces the "as-is" approach with a shared-responsibility model that preserves the Crown's ownership interest while ensuring the sponsor can operate from safe, compliant, and fit-for-purpose facilities. This approach aligns with normal commercial landlord obligations while upholding the Ministry's role as steward of public education assets. It ensures the school's property is maintained to a safe and educationally appropriate standard, supports transparent funding use, and protects both the Crown and the sponsor from inequitable risk.

1. Condition at Commencement

- The Ministry will provide the site and buildings in a condition that is reasonably fit for educational use, compliant with the New Zealand Building Code, and free of known structural or health-and-safety defects.
- A joint condition assessment will be completed prior to conversion, forming the baseline for all maintenance and renewal obligations.

2. Division of Responsibilities

Category	Responsible Party	Summary of Obligation
Structural integrity, foundations, seismic compliance	Ministry	Maintain and fund major capital works to ensure buildings remain safe and structurally sound.



Building envelope (roof, cladding, weather-tightness)	Ministry (major renewals); Sponsor (routine upkeep)	Ministry funds major replacements; sponsor manages routine maintenance.
Building services (electrical, plumbing, fire systems)	Shared	Sponsor undertakes servicing; Ministry funds renewal or compliance upgrades.
Interior finishes, fittings, furniture, and equipment	Sponsor	Maintain through operational and property funding allocations.
Grounds and site infrastructure	Sponsor	Routine maintenance; Ministry assists for major civil works.
3. Deferred Maintenance The Ministry acknowledges existing areas of deferred maintenance (e.g. roof renewal, toilet block refurbishment, aging services). These will be prioritised for remediation within five years of conversion, through Crown-funded capital works or equivalent funding adjustments.		
4. Planning and Reporting • A Joint Ten-Year Property Plan (10YPP) will guide maintenance and renewal priorities. • The sponsor will report annually on property expenditure and compliance. • Both parties will review this schedule every five years to confirm the adequacy of funding and responsibilities.		
5. Latent Defects and Reversion • Any latent defect existing prior to conversion but not identified in the condition survey will be remedied at the Ministry's cost. • On expiry or termination, all permanent improvements made by the sponsor to Crown-owned buildings will remain Crown property, with no requirement for reinstatement beyond fair wear and tear.		
Change of Government At present the Labour Party has stated its intention to abolish charter schools if it is elected to government. In its reply to our invitation to consult the PPTA has stated that it is "categorically opposed" to the conversion of state schools. The best way we can deal with this risk is to lift student achievement at Kelston Boys' High School. The contract ceases to be fit for purpose We anticipate that the terms of the contract may need to be revised from time to time to ensure that charter school funding remains "broadly comparable" to that of state schools.		

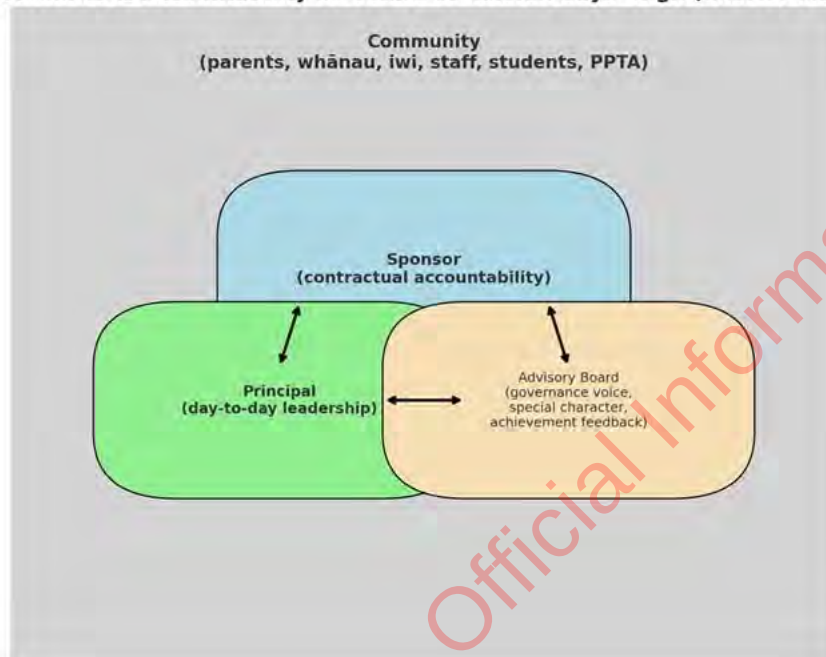


Governance capability

4. Describe the governance structure for your school upon conversion. How will the structure support your workforce and operations to achieve excellent academic and attendance outcomes?

As a charter school, KBHS will adopt the following governance structure.

Governance & Accountability Structure at Kelston Boys' High (Charter Model)



This structure shows that the Sponsor retains contractual accountability for the school, while the Principal provides day-to-day leadership and the Advisory Board offers governance voice, guardianship of special character, and feedback on student achievement. All three sit within the wider Community, and are connected by two-way relationships of accountability, advice, and support.

SPONSOR

The sponsor of Kelston Boys' High School retains full contractual responsibility for meeting the obligations of the charter school contract. This includes responsibility for student achievement, compliance with law and regulation, and ensuring the school remains true to its underlying philosophy and distinctive character.

Distinctive Character

The distinctive character of Kelston Boys' High School's is expressed as:

"Kelston Boys' High School promotes academic, sporting, and cultural excellence through the brotherhood of its students, expressed as vertical (tuakana-teina) and horizontal (mutually supportive, internally competitive) peer relationships."

PRINCIPAL

The principal is the CEO of the school with the responsibilities described in the Education and Training Act 2020.



ADVISORY BOARD

The advisory board will have a governance and representative role, giving voice to the school community while respecting the sponsor's contractual obligations. Its authority will rest in:

1. Student Achievement Focus
 - o Receiving regular reports from the principal on student achievement, including progress against agreed benchmarks.
 - o Reviewing plans to support students at risk of not achieving, and providing constructive feedback to the principal.
 - o Identifying ways in which parents, whānau, iwi, and the wider community can actively support student achievement and attendance.
2. Strategic Input and Advice
 - o Reviewing broader achievement, attendance, financial, and wellbeing data.
 - o Making recommendations to the sponsor on strategic priorities and community needs.
 - o Advising on how policies and practices reflect the school's distinctive character.
3. Transparency and Accountability
 - o Receiving quarterly and annual reports from the sponsor.
 - o Publishing minutes of its meetings to strengthen openness and trust.
 - o Requiring the sponsor to respond formally to its recommendations.
4. Representation of Key Stakeholders
 - o Membership will include representatives of staff, students, parents, iwi (Te Kawerau ā Maki), and the PPTA.
 - o This ensures the advisory board reflects the perspectives of those most invested in the school's success.
5. Guardianship of Special Character
 - o Providing advice on whether school programmes, initiatives, and culture are consistent with the Kelston special character.
 - o Acting as a kaitiaki (guardian) of the school's academic, sporting, and cultural mission.

Limits of Authority

The advisory board will not hold contractual liability for performance under the charter, nor will it exercise direct operational control (such as staffing decisions or budget management). These responsibilities remain with the sponsor, as required by the Education and Training Act.

Membership of the Advisory Board

The sponsor has invited the current elected parent reps on the Board of Kelston Boys' High School to take positions on the advisory board of the charter school. This invitation was received by the Board at its meeting of 30 September. So far, one parent rep has accepted the invitation.

The PPTA has been invited to nominate a person to the advisory board of the charter school.



One place on the Advisory Board will be reserved for a member of the local iwi, Te Kawerau a Maki, should the iwi wish to take up the seat.

The principal of the charter school will be a member of the advisory board.

The advisory board will be augmented to add financial expertise and knowledge of the education system, by adding the following individuals.

Siaosi Gavet is a deeply committed member of the school community, whose application stems from a vested interest in lifting student achievement at KBHS. His involvement and experience with the school have been significant and impactful. 9(2)(a)

He leveraged his strong connections within the wider Kelston community, playing a crucial role in facilitating support for KBHS staff, students, and whānau. The school greatly appreciated his ability to broker relationships between the Ministry's trauma teams and the local community during this difficult time.

Siaosi's professional background also includes extensive work with schools at the Ministry of Education, where he served as Chief Advisor for Tertiary Studies (Pacific) within the Graduate Achievement Vocations and Careers Unit, and as a Student Achievement Function Practitioner (SAF). As a SAF, he collaborated closely with Dr. Brian Evans, the principal of KBHS at the time, and the school's Senior Leadership Team to develop strategies for accelerating achievement, including professional learning and development that emphasised data integrity, mining, and interrogation.

After his tenure at the Ministry of Education, Siaosi was re-elected to the KBHS Board, serving from 2016 to 2019, during which he held the position of presiding member. In this second term, the Board appointed the current principal, Adeline Blair (whose resignation is effective January 27, 2026). During this period, he also served as the Community Champion for the Ministry of Education's Pasifika Power Up Plus program for West Auckland and successfully recommended its base at KBHS.

Siaosi brings a wealth of high-level management and executive oversight and governance experience from various roles. He has held leadership positions at the University of Auckland, supporting first-year students' transition to university, and as General Manager at Visionwest Community Services Trust, where he oversaw their youth education and training unit, which included an Alternative Education program. The AE program was a member of the Waitakere Alternative Education Consortium, based in West Auckland. Additionally, Siaosi was Chief Operations Officer, and subsequently Chief Development Officer at the Solomon Group. He was General Manager at BEST Pacific Institute of Education, and has been appointed to the Ministry for Pacific Peoples and Ministry of Education's Pacific Education Board that was charged with administering academic tertiary scholarships.

Currently, Siaosi will serve as the presiding member of the Advisory Board for the new charter school. He is also the CEO of Pro-Pare Athlete Management Trust, a positive youth development service based in New Lynn. 9(2)(a)

He is presently in the final stages of his PhD at the Australian National University and remains based in Tāmaki Makaurau.

Citizen Tamatimu has agreed to accept a position on the Advisory Board of the charter school. Citizen is qualified both as a lawyer and an accountant. He is the Director of Business Services at the Marist Bothers Trust Board. Citizen is an old boy of Kelston Boys' High School and a former chair of the school's Board of Trustees.



9(2)(a)

The sponsor will retain **Alan Curtis** as its governance facilitator. Alan is a member of Chartered Accountants Australia and New Zealand and has worked with many schools to assist them with their financial management. He has also been previously engaged by the Ministry of Education as the regional financial adviser for Auckland and as property adviser. He has served on more than a dozen boards over the last 28 years, including primary, secondary, private, integrated and partnership schools. He has worked directly to support some 60 school boards over that time. Alan has developed considerable expertise in opening new schools and in school mergers.

Meetings of the Advisory Board

We see the Advisory Board meeting before Xmas to consider its relationship with the sponsor, the draft budget, strategic plan, annual plan, and the reporting format for its meetings in 2026.

The sponsor anticipates that meetings of the Advisory Board will be 3-hour long meetings where school staff report to the school community. The first part of these meetings (dealing with compliance, financial, and employment matters) will be in private but the bulk of the meetings (achievement, attendance, enrolment, pastoral, sport) will be held before the school community with that community having speaking rights.

It is the sponsor's intent that those portions of the meetings which concern matters which directly affect staff, students, and families, should be community meetings. Unlike meetings of the Board of Trustees of a state school which are held in public but are not public meetings, we consider these portions of the meetings of the advisory board to be meetings of the school community where all attendees have speaking rights. These meeting of the school community will consider matters of the likes student achievement, attendance, behaviour, policy reviews, and budget. This approach is consistent with the ethos that students should have a sense of ownership of the school and that parents should have 'skin in the game' of student achievement. It is the sponsors' intention that the advisory Board should have a consensus approach to decision making. This is the approach taken by Western Springs College.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

1. What is your strategy to raise academic achievement and uplift student attendance? Using your current academic performance as a baseline, how will your transition to a charter school model preserve and enhance the performance of the school?

The three relevant elements of the performance management framework are

- 95% of school leavers reach NCEA Level 2 or above
- 80% of learners in Years 9 and 10 at or above the expected curriculum level in reading, writing, and mathematics (PATs or e-asTTle)
- 80% of learners regularly attending

Academic Achievement – Years 11-13

Baseline

Conversion is an intervention for Kelston Boys' High School. It is an intervention that aims to increase student achievement at the school. There seems to have been a deliberate move by the school over the last six years to move away from UE as the Year 13 qualification and towards NCEA Level 3 as the Year 13 qualification. There has been a shift away from externally assessed standards and towards unit standards. The school community has been told that, based on its high rate of NCEA Level 3 achievement, the school is "high achieving". It is not. Kelston Boys' High School is a low achieving school.

We have no baseline data on the proportion of KBHS school-leavers with NCEA Level 2 or above. This data has not been reported to the Board in 2023, 2024, or 2025. The NZ Herald reported in August 2025 that, nationally, 76.1% of school-leavers left with NCEA Level 2 or above. In 2024, 80.1% of Kelston Boys' students stayed at school until at least their 17th birthday. Those who leave at age 15 or 16 are unlikely to leave with NCEA Level 2, so 80% is likely to be an upper bound for the proportion of KBHS school-leavers with NCEA Level 2 or above.

In 2024, only 12.1% of Year 13 students at Kelston Boys' High School were awarded **University Entrance** compared to 77% of Year 13 students at neighbouring Avondale College and 93% of Year 13 students at Liston College, the other single-sex boys' secondary school in West Auckland. Sixty-one percent of Kelston Boys' High School students are Pacific. In 2024 only 8.4% of Pacific Year 13 students at KBHS were awarded UE. The corresponding figures for Avondale College and Liston College were 47.3% and 89.3%. We aim match the Avondale College achievement within 3-5 years.

In 2024, 86.1% of Year 13 students at Kelston Boys' High School gained NCEA Level Three. This compares to 92% at neighbouring Avondale College and 96.6% at Liston College, the other single-sex boys' secondary school in West Auckland.

In 2024, 64.9% of Year 12 students at Kelston Boys' High School gained NCEA Level Two. This compares to 92% at neighbouring Avondale College and 95.9% at Liston College, the other single-sex boys' secondary school in West Auckland.

In 2024 only 40% of Year 11 students at Kelston Boys' High School gained NCEA Level One. The national average was 70%.

No information has been reported to the Board in 2024 or 2025 on the proportion of Year 11 and 12 students who begin the school year having met the requirements of the NCEA pre-requisite. The pre-requisite is set at a Year 10 level.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

Preparation for Conversion

The sponsor is actively involved with about 10% of students at the school, including 15 of the school's Year 11 students. We have found

9(2)(a)

The school's timetable will be reworked in January to add more classes in university approved subjects. These additional classes will be filled at the commencement of the first term as students reselect their classes for the year.

There are very few learning resources available to students. The sponsor anticipates not only purchasing standard workbooks (e.g Walker Maths) but also adding resources (such as videos) to the various Google or Teams sites for each subject. The addition of these resources will continue through Term One, 2026.

The first weeks of Term One

In the first weeks of Term One all senior students (Years 11-13) will have a career counselling interview. The aim of this is to align subject choices with career goals, and where students have not chosen a career, the student will select university entrance approved subjects.

There will be a significant issue with a number, perhaps even the majority, of Year 12 and 13 students who are poorly prepared for study at this level in university approved subjects. This is an important issue for the SLT to grapple with early in the year. There is no deep issue with the attainment of NCEA Level 3 through the accumulation of credits through short 1-3 day courses worth 7-10 unit standard credits a day. The window for this accumulation of easy credits is closing, but it is still open for 2026 and 2027.

Students who wish to pursue STEM careers, such as engineering, will be invited to join a Cambridge AS tutorial group with a view to entering the Cambridge AS mathematics exam in November 2026. The sponsor wishes to explore the possibility of Kelston Boys' High School becoming a dual pathway school (as is Avondale College).



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

What we will be able to report at the beginning of Term 3, 2026

We expect to be able to report in the first week of Term 3 (the week beginning 20 July, 2026)

- The increased proportion of Year 13 students that are on a UE pathway (compared to the proportion at the beginning of Term One)
- That there is a small group of Year 11 and Year 12 students preparing for the Cambridge AS mathematics exam in November
- The proportion of Year 11 students who have achieved the NCEA pre-requisite through either the May CAA or the approved literacy- and numeracy-rich achievement standards.

Expected End-Point for the 2026 school year

We expect to report, in March 2027

- An increase in the percentage of Year 13 students awarded UE. Our internal target is 20%
- An increase in the percentage of Year 12 students who achieve NCEA Level 2. Our internal target is 80%
- An increase in the percentage of Year 11 students who achieve NCEA Level 1. Our internal target is 60%
- Accelerated learning with some Year 11 students sitting external exams in Level 2 maths and physics
- Entries into Cambridge exams.
- Scholarship success in Samoan or Tongan.

2027 and Beyond

The target of 95% of school leavers with NCEA Level 2 is very difficult to achieve, as most schools do not retain even 90% of students until the end of Year 12.

We are aiming to increase the proportion of Year 13 students who are awarded UE to 30% in 2028 and 50% in 2030.

We are aiming for KBHS to enjoy increasing success in scholarship exams year-on-year.

We are aiming for KBHS students to have increasing success in Cambridge exams, and for the school to consider becoming a dual-pathway school.

We aim to use the freedoms of the charter school model to introduce flexible timetabling arrangements in consultation with the staff.

Although it is not part of this section, the sponsor is keenly aware that many of the school's senior students will have "tradie" aspirations. At present the school's vocational pathway involves sending these students to Unitec for one day a week and entering them into "vocational English" and "vocational maths" as school subjects. There needs to be much better alignment with apprenticeships or employment.

We aim to use the flexibility of the charter school model to introduce what might be termed "bridging" subjects, such as sales which can lead directly to jobs on leaving school or which can lead to degree level study (see our response to Q1 in the "Sponsor Capability" section above)



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

Academic Achievement – Years 9 and 10

Baseline

No data has been presented to the Board in 2023, 2024, or 2025 on the achievement levels of Year 9 students at the beginning of Year 9. Our estimate is:

Kelston Boys' High School has an Equity Index of 507, placing it in the “many barriers” band of schools. With a roll that is approximately 60% Pacific and 20% Māori, national monitoring data suggests that a large proportion of its incoming Year 9 cohort will be performing below the expected curriculum level in literacy and numeracy.

Reading: Nationally, about 47% of Year 8 students meet the reading benchmark, leaving 53% below. However, for Māori and Pacific students, the below-expected proportion is typically higher, and among students from high-barrier schools, only around 30–35% meet expectations. Thus, for Kelston Boys' intake, it is reasonable to estimate that 65–70% are behind, with roughly 40% one year behind and 25–30% more than two years behind.

Writing: In 2024, only 24% of Year 8 students met the benchmark nationally, with 61% more than one year behind. For Māori and Pacific students, the “very behind” figure rises into the 70–80% range, especially in high-barrier schools. For Kelston Boys', a realistic estimate is that 75–80% of Year 9 students are below expected writing level, with about 15–20% one year behind and 60% or more very behind.

Mathematics: Nationally, just 22% of Year 8 students met the benchmark in 2023, with 63% more than one year behind. Among Māori and Pacific learners in high-barrier contexts, only 8–12% meet expectations. For Kelston Boys', we can estimate that 85–90% are below expected in mathematics, with around 20–25% one year behind and 60–65% very behind.

So, At Year 9 entry, Kelston Boys' High School is likely to have a majority of its cohort behind expected curriculum levels: **65–70% in reading, 75–80% in writing, and 85–90% in mathematics.**

On the other hand, **1–3%** of Kelston Boys' High School students are likely to be performing *above* the expected curriculum level in reading and mathematics, with almost none above level in writing at entry to the school in Year 9.

Preparation for Conversion

Our estimate is that the school will have 200 students in Year 9 and 200 students in Year 10 in 2026. We don't expect the Year 10 students to have caught up i.e. we expect those who were 2 years behind at the beginning of Year 9 to still be 2 years behind at the beginning of Year 10.

PAT and e-asTTle testing of year 9 and 10 students will take place in the first few weeks of term one. At 100 students per testing session, perhaps in the school library, this means 16 testing sessions across the first two weeks (at say 9.45am and 11.00am on four days). The sponsor needs to prepare for this e.g with 100 laptops set up in the library.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

The first weeks of Term One

Year 9 and 10 students in the converted school will initially (Term One and perhaps into Term 2) focus on completion of the six unit standards of the Level One core generic '266' series. These are

- US26622
- US26624
- US26625
- US26623
- US26626
- US26627

These standards contribute a total of 20 (out of the 60 required) credits towards NCEA Level One so long as the student meets the NCEA corequisite through standards on an approved list of literacy- and numeracy-rich achievement standards and not the CAA. We will be contracting out the provision of learning materials and the assessment of these standards to TheGetGroup

Achievement of these standards will motivate and engage students.

We anticipate that there will be a small group of Year 9 students who are performing at NZC Level 5 on the initial e-asTTle and PAT testing. It would be our intention to keep these students together and build them into a mutually supportive, internally competitive group before promoting them en-masse into Year 10 in the second half of the term.

We would also welcome into Level One courses, or even Level 2 mathematics, physics, and chemistry any year 10 students with academic ambition who are prepared to work hard.

What we will be able to report at the beginning of Term 3, 2026

We expect to be able to report, at the beginning of Term 3

- Reductions in the percentage of students in Years 9 and 10 who are "behind" or "very behind" in literacy or numeracy.
- The number of year 9 and year 10 students who have earned NCEA Level One credits in the first two terms
- The percentage of Year 10 students who were successful in the May CAA
- The number of students promoted from Year 9 to Year 10
- The number of Year 10 students studying subjects at Year 11 or 12 level.

Expected End-Point for the 2026 school year

We expect to end the 2026 school year with

- A reduction of 50% in the percentage of year 9 and 10 students "very behind" in literacy and numeracy
- An increase of 60% in the percentage of year 9 and 10 students at or above the curriculum level in literacy and numeracy.
- Twenty percent of Year 10 students having achieved either the literacy or numeracy CAA.
- The majority of Year 9 and Year 10 students having completed the 266 series.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

2027 and Beyond

We are aiming to

- Reduce the proportion of Year 9 students who enter Kelston Boys' High School "behind" or "very behind" in literacy or numeracy. We will achieve this by better liaison with our feeder schools.
- We will group junior students into performance and behavioural bands, and this will drive the allocation of teacher aides. For example, Mr T's class may comprise Year 9 students who are well behind, attend irregularly and are disruptive in class. He may have a smaller class, with 2 teacher aides, where the students stay in the one room all day, with subject teachers coming to him.
- We will advance academically ambitious students who are prepared to work.

Attendance

STRATEGY TO RAISE ATTENDANCE

There are push and pull strategies to increase student attendance. Push strategies push students out of bed. These are, in general, centrally mediated strategies which use blunt tools such as advertising campaigns and parental punishments or incentives. Attendance officers are a school-mediated push strategy.

The sponsor will utilise a "pull" strategy to uplift student attendance. Pull strategies draw students to schools. They give students a reason to get out of bed and through the school gates. Our attendance strategy is simple. We intend to make Kelston Boys' High School a place where students want to be, 24 hours a day

"Pull" Strategies

Engagement

In our view, in Years 11-14 the biggest driver of attendance is engagement. An engaged 17 year old is much more likely to resist requests from his family that he assist with setting up a family, village, or church event rather than going to school. An engaged 17 year old is much more likely to set an alarm and to get up when it goes off. The student may not be intensively engaged with his schoolwork, but if he has agreed to meet his mates for a workout before school he is very likely to get out of bed for this and then go to school.

Achievement

This is perhaps the most obvious. Students who are doing well at school come to school. Achievement is our focus.

Sports Training

For many students, training is the best time of day. So, we will have some training sessions before school.

Food

Boys will come to school for a feed. This is one of the reasons we are planning to provide breakfast.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

'Push' Strategies

STAR (Stepped Attendance Response) is a push strategy.

Provide Transport

An effective way to get a sleepy boy to school is to pick him up from home in the morning

Overarching Strategies to increase engagement, lift achievement, and lift attendance.

Strategy 1: Appointment of a Principal

We regard this as absolutely central. The current principal has resigned with her last day being 27 January. In our view the current Board will promote a DP who has been at the school for more than 20 years into the role. This would be a mistake. Internal appointments at a failing school do not lift student achievement. We have a principal-designate in mind. We have written above about the dramatic effect the right external appointment can have. The example we used was St Paul's College (Ponsonby). That school had a 16.7% UE award rate for year 13 Pacific students in 2015, the last year of Mark Rice as principal. This jumped to 43.8% in 2016 with Kieran Fouhy as principal. It was 91.9% in 2021, Mr Fouhy's last year as principal.

Strategy 2: Focus on literacy and numeracy catch-up in Years 9 and 10.

Only 40% of Year 11 students at Kelston Boys' High School achieved NCEA Level One in 2024. We propose to utilise the curriculum freedom of a charter school to focus on literacy and numeracy in the junior school. Students who are behind will have "double English" and/or "double maths" until they have caught up. This means they will have less time for other subjects.

Strategy 3: Career planning so students know why they are at school

This is a major weakness of Kelston Boys' High School as an ordinary state school. The school has a "pathways advisor" who simply has too many responsibilities. We believe that students should have a career in mind and should know what the academic pathway to that career is. Pathways are motivators. The vignette below is one example of how a pathway might motivate a student.

9(2)(a)

Strategy 4 : High Expectations

Boys rise (or fall) to meet the expectations of them. We will also have higher expectations of staff. We are very aware of the corrosive effect of low expectations.

Strategy 5 : Early Academic Gains

Early academic gains are highly motivating, especially for students at risk of not achieving. For example, we see the 266 series (literacy and numeracy unit standards) as entry level work for Year 9 students who are behind academically. These are attainable standards, and they staircase into the co-requisite. The example below is from an excluded student engaged in the positive youth development service operated by the proposed sponsor.

9(2)(a)



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

9(2)(a)

Strategy 6: Academic advancement and multi-level learning.

We do expect that students may not be studying all their subjects at the same level. It is conceivable that a student studying scholarship Samoan could be studying Level 2 English and Mathematics for example. We have highlighted above the example of the Year 10 students who want to attempt the Level 2 Calculus external. That vignette is pasted again below.

9(2)(a)

Kelston Boys' High School discourages students from reaching high academically, as illustrated in the vignette below.

9(2)(a)

Strategy 7: Increased attention paid to students at risk of not achieving

Not meeting checkpoint milestones, and other indicators that a standard might not be achieved should be red flags, and should trigger the development of a plan to ensure the student gets back on track. KBHS does not develop these plans.

A tutor sent this email to the school's acting principal

9(2)(a)



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

Strategy 8: Getting the subject-teaching mix correct

We don't have the data, and we haven't asked for it, from the school about the number of students enrolled in each subject at each year level. We have asked for the figures for Mathematics with Calculus, and these are pasted below.

	Standard No.	Standard Title	No. Achieved	No. Merit	No. Excellence
Level 3	AS91577	Apply the algebra of complex numbers in solving problems	9(2)(a)		
	AS91578	Apply differentiation methods in solving problems			
	AS91579	Apply integration methods in solving problems			
Level 2	AS91261	Apply algebraic methods in solving problems			
	AS91262	Apply calculus methods in solving problems			

Maths with Calculus 2024

L2 Maths with Calculus students 2025 who passed AS91947 in 2024

Standard No.	Standard Title	No. Achieved	No. Merit	No. Excellence
AS91947	Demonstrate mathematical reasoning	9(2)(a)		

We expect much greater participation and success in calculus than this. This will involve redirecting teaching resource.

2. How will you ensure the standard of tuition will enable you to meet your contracted outcomes in the Performance Management Framework?

Our principal-designate is an experienced senior secondary school leader. A copy of his CV is pasted below.

9(2)(a)



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

9(2)(a)

Released under the Official Information Act 1982



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

9(2)(a)

Released under the Official Information Act 1982



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

It is not the sponsor's intention to micromanage the employment of teachers. However, the sponsor is the employer and does expect to be involved in the appointment of the principal's deputies. The sponsor also expects to be consulted about the management structure of the converted school.

There is no intention to employ LATs. We have had multiple expressions of interest from NZ trained teachers.

The principal is absolutely committed to ensuring he employs the "right" teachers. The minimum qualifications for a teaching post at Auckland Sports College are:

Education : Applicants should have completed a teaching qualification at Level 7 of the New Zealand Qualifications Framework (NZQF), such as a Bachelor of Teaching. Applicants can also complete an undergraduate degree and then a graduate diploma of teaching.

Registration : with the Teaching Council of New Zealand.

Practicing certificate: Applicants for a teaching position at Auckland Sports College are required to have a current practicing certificate. This demonstrates that the applicant has the required teaching experience, professional development, and is fit to teach. Practicing certificates are valid for three years and must be renewed.

Induction and mentoring. In addition, newly graduated teachers must complete a two-year induction and mentoring program provided by their employer.

3. How will you measure this? What strategies will you apply to enable assessment, analysis and monitoring against each performance measure in the Performance Management Framework?

Academic Achievement : Years 9-10

e-asTTle and PAT tests

We will be using externally marked e-asTTle reading and mathematics tools, together with PAT writing and PAT punctuation and grammar, that are also machine marked.

The e-asTTle reading and mathematics tools will be administered at the beginning of Term One, at the end of Term 2, and in November during NCEA external exams. The PAT writing assessment (which has a longer turnaround) will be administered at the beginning of Term One and in November during NCEA external examinations.

Machine marking has the dual benefit of relieving teachers of this task and of removing any hint of "soft" marking by staff who have taught, or who know, the students.

The results feed directly into reports home.

We anticipate that summary reports to the sponsor and Advisory Board will have a form something like this for Year 9



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

KELSTON ACHIEVEMENT – 2026 YEAR 9 LITERACY AND NUMERACY ATTAINMENT

	Month	% very behind (≤L2)	% behind (L3)	% At Expected (L4)	% Above (L5)
Maths (e-asTTle)	Feb (2025 or predicted)	25%	40%	33%	2%
	Feb 2026				
	June				
	November				

	Month	% very behind (≤L2)	% behind (L3)	% At Expected (L4)	% Above (L5)
Reading (e-asTTle)	Feb (2025 or Predicted)	65%	20%	14%	1%
	Feb 2026				
	June				
	November				

	Month	% very behind (stanine 1-2)	% behind (stanine 3-4)	% At Expected (stanine 5-6)	% Above (stanine 7-9)
Punctuation Grammar (PAT)	Feb (2025 or Predicted)	11%	59%	28%	2%
	Feb 2026				
	June				
	November				

	Month	% very behind (≤L2)	% behind (L3)	% At Expected (L4)	% Above (L5)
Writing (PAT)	Feb (2025 or Predicted)	60%	24%	15%	1%
	Feb (actual)				
	June				
	November				



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

And like this for Year 10

KELSTON ACHIEVEMENT – 2026 YEAR 10 LITERACY AND NUMERACY ATTAINMENT

	Month	% very behind (≤L3)	% behind (L4)	% At Expected (L5B)	% Above (≥L5)
Maths (e-asTTle)	Feb (2025 or predicted)				
	Feb 2026				
	June				
	November				

	Month	% very behind (≤L3)	% behind (L4)	% At Expected (L5B)	% Above (≥L5)
Reading (e-asTTle)	Feb (2025 or Predicted)				
	Feb 2026				
	June				
	November				

	Month	% very behind (stanine 1-2)	% behind (stanine 3-4)	% At Expected (stanine 5-6)	% Above (stanine 7-9)
Punctuation Grammar (PAT)	Feb (2025 or Predicted)				
	Feb 2026				
	June				
	November				

	Month	% very behind (≤L3)	% behind (L4)	% At Expected (L5B)	% Above (≥L5)
Writing (PAT)	Feb (2025 or Predicted)				
	Feb (actual)				
	June				
	November				

These are aggregate reports. Much finer detail will be used by the SLT, departmental heads, and individual teachers.



Performance Management Framework

The requirements for this section are to demonstrate how you will deliver outcomes against the Performance Management Framework.

Academic Achievement : Years 11-13

The measures of academic achievement in the senior school are reported by the NZQA. We understand that school-leaver data at the level of the individual school is not reported back to schools. We will look forward to hearing from the Charter School Agency how this data is sourced for *The Busy School* and anticipate replicating this.

The measures of most interest to us are

- UE award rate by ethnicity
- Percentage of Year 13 students who earn more than 30 credits in UE approved STEM subjects
- Success in Cambridge exams
- Scholarship success
- NCEA Level 2 achievement by ethnicity

Attendance

Attendance data will be recorded electronically, and we understand, will be forwarded to the Ministry daily.

We understand from what may be a stale document (Charter School Performance Plan 14 Nov 2024) that the minimum performance threshold for a school such as Kelston Boys' High School which has more barriers (EQI) is 35% of students attending regularly with progression over time to the goal of 80% of students attending regularly.

We understand that the sponsor will be required to adopt an attendance management plan based on STAR within six months of the contract commencement date. We will do this, but would like to discuss this with the Attendance Service Provider when that provider is announced.

Financial Performance

We need to lower spending expectations. There is a lot of misinformation circulating in the public arena about the overfunding of the charter schools established in 2025, with figures of \$50,000 per student per year being reported. We will emphasise the point that the per student funding of Kelston Boys' High as a charter school in 2026 is equivalent to the 2023 funding of the school as a state school.

We will emphasise the point that we need to be very careful with our spending in 2026 as we must build up some cash in the bank "for a rainy day".

We will invite interested reporters to tour the school to view the poor to average condition of the buildings, and will emphasise that we are paid a flat per-student amount for property that takes no account of the state of the buildings.

These external perceptions are important. We will emphasise how we need to "spend for academic achievement".

Internally, we need to understand where the money has been going and turn the taps off. We can't buy laptops for example, until we have cut out equivalent spending from somewhere else.

Once the mindset of the school community is right, the sponsor has internal financial expertise. It is bringing financial expertise onto its Advisory Board, and it is contracting external expertise.



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

1. Demonstrate the level of support for the proposed conversion to being a charter school, and for the proposed sponsor, from the school community.
 - a. Identify the stakeholders who have been consulted and what the consultation was
 - b. Describe the community consultation activities that have occurred or are planned
 - c. Describe how this has informed your decisions about your charter school, identifying where there is risk and where there is support for the conversion of your school.

Kelston Boys' High School is an 800 student school in a strongly Labour electorate whose MP is Carmel Sepuloni, deputy leader of the Labour party.

Our consultation began in February and has been over two distinct proposals by the proposed sponsor to improve secondary education in Kelston. The conversion of KBHS to a charter school is one of these. The other is the revival of the Kerehana/Kelston Vision Project (KVP) with the establishment of Auckland Sports College as a designated character school occupying the Kelston Girls' College campus as that school relocates to share the grounds and buildings of Kelston Boys' High School. Our consultation with the widest reach has been an augmented social media post targeting adults in the West Auckland area which received 14,000 views from 5,000 different users. Three-quarter of emojis were supportive. However, there was an overtly offensive and abusive minority which led to the post being withdrawn.

The sponsor has held meetings with parents at its premises.

The KBHS PPTA rep has declined to meet, which has greatly restricted consultation with the school's teaching staff, although members of the proposed sponsor's organisation are regularly present at Saturday sport and have engaged in numerous sideline discussions about the school and ways forward. Those discussions have included conversations with staff members.

It is clear that there will be vocal (minority) opposition to conversion, but no parent has said they will remove their son from the school should it convert to a charter school. 9(2)(a)

We understand the value of consultation to lie in ensuring that all arguments and their supporting evidence are put before the decision maker. We do not understand consultation to mean that the loudest voices, the most abusive voices, or even the majority of voices, should drive the decision. The proposal to convert a state school with 800 students will generate a lot of heat and vitriol. We do not believe that an obligation to consult is an obligation to accept abuse.

Stakeholder : Students

Our deepest consultation has been with Kelston Boys' High School students. The proposed sponsor's youth development service is engaged with students whose last year at the school was in 2022, or 2023, or 2024, as well as with current students, with Year 11 students being the largest group. These samples are not representative of all students. 9(2)(a)



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

9(2)(a)

Stakeholder : Parents

We have been active in the community, posting our concerns about the low achievement at Kelston Boys' High School. There were 29 nominations for parent rep seats on the school Board in the recent elections. All parent reps from the previous Board stood for re-election. None was successful. We believe our concerns were heard.

There are parents who will oppose conversion for party-political reasons or because they supported the previous Board members who sought re-election and were successful.

There is a great deal of support for the conversion from people living in the area who recognise the need for change at Kelston Boys' High School. Many of these parents have sons at the school.

There has been a lot of cautious support from parents who have chosen to send their sons to a school outside the Kelston secondary zone. In general, these parents are taking a "wait and see" approach.

The bulk of parents do not seem to care a lot either way.

Stakeholders: Current Board

Various attempts at meeting with the previous Board were rebuffed. A new Board took office on 17 September. The only surviving member from the previous Board was the staff rep.

The new Board is split 4:4, with the acting principal, staff rep, student rep, and one parent on one side, and the other four parent reps on the other. 9(2)(a)

We have offered the current parent reps and the student rep positions on the Advisory Board of the charter school. We would also look to add sector and financial expertise to the advisory board.

We sent the following invitation to consult to the new Board. We understand it was considered at its meeting of 30 September, although no formal response has been received.

Dear Board Members,

Siaosi Gavet, a former presiding member of the Board has applied to the Charter School Authorisation Board for the conversion of Kelston Boys' High School to a charter school, with Bangerz Education and Wellbeing Trust (BEWT) as the sponsor. The proposed conversion date is 1 Jan 2026. BEWT is a provider of positive youth development services operating from our 'Hub' in New Lynn. Around 10% of



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

the school's students are engaged with us, with many more on a waiting list. 9(2)(a)

It is apparent that academic achievement at Kelston Boys is in a death spiral :

- Only 12.1% of Year 13 students were awarded University Entrance (UE) in 2024, compared to 77% at Avondale College and 93% at Liston College.
- Pacific students, who make up 61% of the roll, are disproportionately affected — just 8.4% were awarded UE at KBHS, compared to 47.3% at Avondale and 89.3% at Liston.
- At Year 11, only 40% achieved NCEA Level 1, well below the national average of 70%.
- Ministry interventions (the Kelston Vision Project) has not reversed the decline.

This is not a temporary dip — it is a structural failure that risks entrenching low expectations and lost opportunities for Kelston boys.

9(2)(a)

, we feel that persisting with the current ordinary state school model will not make the sustained large lift in UE attainment that is required.

We agree with Siaosi that the charter school model offers flexibility and freedoms that will be sufficient, in combination with the correct choice of incoming principal, to convert the current death spiral into a virtuous spiral.

Conversion provides:

- **Governance freedom:** A community-driven model with skills in lifting achievement and greater transparency.
- **Staffing flexibility:** Freedom to recognise and reward teacher excellence, bring in specialist expertise, and invest in professional development.
- **Curriculum innovation:** Ability to design new career-linked pathways (e.g. sport, recreation, business, digital) alongside strong academic foundations.
- **Student support:** More targeted resourcing for literacy/numeracy catch-up, flexible timetabling, and extended mentoring.

We acknowledge that the teaching staff at Kelston are opposed to conversion, and will copy the Board into our consultation invitation to the teachers.

We will be filing our formal application on 6 October. As many of you may be aware we have been consulting about the future of secondary education in Kelston all year. The students are largely supportive, although there has been some misinformation has circulated. Support from the minority of parents who



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

care either way runs at 3:1 in favour of conversion. We have support from local National Party MPs. Carmel is party-bound to be opposed. We have some cautious support, perhaps more of a "We'll wait and see" approach, from parents who live in zone but who have sent their sons to schools out-of-zone.

The previous Board was not interested in consultation, but none of those parent reps was re-elected.

We are now inviting this Board, and the school's teachers, to consult about the proposal. We extend an invitation to the parent reps and the student rep to become members of the Advisory Board of the charter school, where they will be joined by Siaosi. We will also invite Te Kawerau ā Maki, the local iwi, to appoint a representative to the Advisory Board. We have invited the PPTA to appoint a representative to the Advisory Board. The principal is, of course, a member of the Advisory Board.

In a charter school the sponsor carries the contractual responsibilities which cannot be delegated.

The advisory board will have a governance and representative role, giving voice to the school community while respecting the sponsor's contractual obligations. Its authority will rest in:

Student Achievement Focus

- Receiving regular reports from the principal on student achievement, including progress against agreed benchmarks.
- Reviewing plans to support students at risk of not achieving, and providing constructive feedback to the principal.
- Identifying ways in which parents, whānau, iwi, and the wider community can actively support student achievement and attendance.

Strategic Input and Advice

- Reviewing broader achievement, attendance, financial, and wellbeing data.
- Making recommendations to the sponsor on strategic priorities and community needs.
- Advising on how policies and practices reflect the school's distinctive character.

Transparency and Accountability

- Receiving quarterly and annual reports from the sponsor.
- Publishing minutes of its meetings to strengthen openness and trust.
- Requiring the sponsor to respond formally to its recommendations.

Representation of Key Stakeholders

- Membership will include representatives of staff, students, parents, iwi (Te Kawerau ā Maki, if the iwi accepts our invitation), and the PPTA.
- This ensures the advisory board reflects the perspectives of those most invested in the school's success.

Guardianship of Special Character



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

- Providing advice on whether school programmes, initiatives, and culture are consistent with the Kelston special character.
- Acting as a kaitiaki (guardian) of the school's academic, sporting, and cultural mission.

Limits of Authority

The advisory board will not hold contractual liability for performance under the charter, nor will it exercise direct operational control (such as staffing decisions or budget management). These responsibilities remain with the sponsor, as required by the Education and Training Act.

I have attached that part of our application which deals with the reasons and benefits of conversion.

We are also looking to consulting with the PPTA. I will copy the Board into that invitation as well.

Yours sincerely

Stakeholder: Teachers

The Kelston Boys' High School branch of the PPTA opposed the introduction of charter schools. The school's PPTA rep, who is also the staff rep on the Board has declined to meet. 9(2)(a)

The current principal has resigned with effect from 27 Jan 2026, 9(2)(a)

We have been told by a number of teachers that they support the proposal to convert Kelston Boys' High School, but it is not possible to voice their support as these is seen to be "against" the retiring principal.

The following formal invitation to consult was sent to the Board's staff rep (who is also the local PPTA branch rep) on 29 September. No response has been received yet.

Dear Teachers,

This email to the staff rep on the Board of Kelston Boys' High school is an invitation by the proposed sponsor inviting the teachers at KBHS to consult on the application to convert the school to a charter school.

A former presiding member of the Board has applied to the Charter School Authorisation Board for the conversion of Kelston Boys' High School to a charter school, with Bangerz Education and Wellbeing Trust (BEWT) as the sponsor. The proposed conversion date is 1 Jan 2026. BEWT is a provider of positive youth development services operating from our 'Hub' in New Lynn. Around 10% of the school's students are engaged with us, with many more on a waiting list. 9(2)(a)



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

It is apparent that academic achievement at Kelston Boys is in a death spiral :

- Only 12.1% of Year 13 students were awarded University Entrance (UE) in 2024, compared to 77% at Avondale College and 93% at Liston College.
- Pacific students, who make up 61% of the roll, are unduly affected — just 8.4% were awarded UE at KBHS, compared to 47.3% at Avondale and 89.3% at Liston.
- At Year 11, only 40% achieved NCEA Level 1, well below the national average of 70%.
- Ministry interventions, including the Kelston Vision Project, have been associated with the decline.

We agree with the applicant that the charter school model offers flexibility and freedoms that will be sufficient to convert the current death spiral into a virtuous spiral.

We acknowledge that the teaching staff of the school are opposed to conversion, and we have been told (although this may not be true) that a number are seeking positions at other schools. We will not try and persuade those staff to stay.

For those who may remain with the school should conversion be approved by the Authorisation Board, the sponsor's management philosophy is founded on a simple principle: respectful partnership with educators (mediated through the principal), combined with a firm commitment to lifting student achievement. Increased student achievement will be the non-negotiable outcome of our partnership, and will be the principal's main KPI. Progress will be measured against transparent targets, including attendance, literacy and numeracy benchmarks, NCEA results, and successful transition into further study, training, or employment.

Teachers and leaders will retain control of pedagogy and curriculum delivery. Decision-making at the classroom level will remain in the hands of those closest to the students, with teachers answerable to the SLT and principal. We do like the "Mastery" model where there are teacher-aides, commonly trainee-teachers, in each (Year 9-11 for KBHS) classroom, and see this as a suitable role for recent KBHS students who are studying or chasing sporting opportunities.

In our view, Kelston Boys' High School has a distinctive character and we will work with the staff, students, advisory Board, and community to put that special character into words. A starting point might be "Kelston Boys' High School promotes academic, sporting, and cultural excellence through the brotherhood of its students expressed as vertical (tuakina-teina) and horizontal (mutually supportive, internally competitive) peer relationships."

Since April 2024 the proposed sponsor has had several conversations at national level with the PPTA. We made representations to the PPTA to change its constitution to allow teachers at charter schools to remain or become PPTA members. I don't know how much weight our voice carried but the PPTA did change its constitution in 2024.



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

We expect to maintain a close relationship with the PPTA during the conversion. Under the Education and Training Act 2020, all staff must be offered employment on terms and conditions that are *no less favourable overall* than what you currently have. No one will take a cut in pay or benefits as a result of the conversion.

Each teacher will be offered an Individual Employment Agreement (IEA). You will have the option for your IEA to mirror the STCA, including any changes that are made to it in future. To make this work smoothly, we will rely on the PPTA to notify the sponsor promptly of any variations or settlements to the STCA, so that these can be reflected in aligned IEAs without delay. This means your pay rates, leave, and other conditions will continue to move in line with the national agreement, just as they do now.

Some staff may prefer a different arrangement that better suits their personal circumstances. For example, there may be opportunities for different benefits, flexible hours, or other innovations. For those teachers, a customised IEA can be developed.

Under the Employment Relations Act, only employees who are covered by a collective agreement that is under negotiation can lawfully participate in strike action. Because teachers at our school will be employed on IEAs, you will not be entitled to participate in strike action linked to the renegotiation of the national collective agreement. However, it is important to note that you will still benefit from any improvements gained through PPTA bargaining, because your IEA will mirror those outcomes. The sponsor's position is that strike participation is not lawful under the current legal framework. This is a matter we are willing to negotiate directly with the PPTA to explore practical ways of recognising staff solidarity.

Yours sincerely

Consultation: PPTA

The PPTA is opposed to the conversion of state schools to charter schools. We respect that position, but believe that this application deals with the objections to charter schools raised in the PPTA's submissions to the select committee.

The following invitation to consult was sent to the PPTA on 1 October.

Dear PPTA,

Thank you, 9(2)(a), for listening to us over the last 18 months. You may recall that we (Bangerz Education and Wellbeing Trust, BEWT) originally approached the PPTA to consult over our proposal to establish *Auckland Sports College* as a designated character school. We expressed the proposed school's special character as "a STEM focussed curriculum, which riffs off a common interest in sport, to 15-18 year old disengaged, NEET, or underemployed youth, within a Fa'a Pasifika environment which is focussed on relationality (both horizontal and vertical) and small group (pod) learning with aiga integrated in the school/village's day to day operations". 9(2)(a)



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

9(2)(a) we discussed the inappropriateness of a school (Kelston Boys') setting NCEA Level 3 as a leaving qualification, and the role of media studies as a bridging subject, being both vocational and academic.

The 2024 designated character application went nowhere. It was overtaken by the return of charter schools. Our application to establish *Auckland Sports College* as a charter school was unsuccessful, although we did make representations to the PPTA that it could change its constitution to allow teachers at charter schools to remain, or become, PPTA members. I believe we also made some headway with an argument that the PPTA's target should be "for-profit" charter schools, not those run by local charities that were really designated character schools.

BEWT has now relocated to Kelston/New Lynn. Our application to the Minister a month or so ago to establish *Auckland Sports College* as the third state school in the Kelston secondary zone - a co-educational designated character school to occupy the grounds of Kelston Girls' College as that school relocated to share the grounds of Kelston Boys' High School in accordance with the Kelston/Kerehana Vision Project has not even made it to the Minister. The local office has purported to decline it.

We believe something needs to change in respect of secondary education in the Kelston zone. Half of all secondary students living in the zone attend schools out-of-zone. Most important, from our perspective, only 40% of Year 11 students at Kelston Boys' achieved NCEA Level 1 in 2024, and only 12% of Year 13 students were awarded UE. The UE award rate has been dropping for the last six years.

LSMs and Commissioners do not raise the rate at which UE is awarded. Principals are a key component of lifting achievement but they are not enough.

We are submitting an application to convert Kelston Boys' High School to a charter school and would like to consult with the PPTA about this. We would like to include 9(2)(a) in the conversation if possible as 9(2) is no longer with us. The timeframe is short. Our application will be filed 6 Oct (but that does not end consultation) with a planned conversion date of 1 January 2026.

We make the following points in response to the PPTA's written submission to the Education and Workforce select committee.

- **Te Tiriti o Waitangi:** The school's current SchoolDocs policies will remain in force. In addition, we propose reserving a seat on the advisory board for a representative of mana whenua, Te Kawerau ā Maki, going further than an ordinary state school does.
- **Transparency:** The school will continue to operate under the principles of the Official Information Act. We invite PPTA to suggest appropriate amendments, if required, to the wording of existing policies.
- **Financial & Operational Reporting:** We commit to quarterly reporting on funding and operations (state schools currently report only annually). We invite PPTA to propose a format and confirm whether a 60-day timeframe after each quarter is suitable.
- **Curriculum:** The school will continue to teach the New Zealand Curriculum, with flexibility to innovate within it. For example, it seems to us that the current low attainment of the CAA can best be met by teaching a narrower curriculum in Year 9 to students who enter secondary school well behind.



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

- **Leadership & Staffing:** The school will continue to be led by a principal holding a full practising certificate, ensuring professional leadership standards.
- **Property Reporting:** We will include all contractual and legislative property obligations in annual reports, and invite PPTA to advise on the best reporting format.
- **Employment & LAT Staff:** We support strong employment protections. For staff currently holding a Limited Authority to Teach, we are committed to supporting pathways toward full teacher qualification, and invite PPTA's help in shaping these.
- **Profit & Use of Funds:** The sponsor is a charitable trust and will not draw profit. Funds will be directed to student support — for example laptops, uniforms, or assistance with costs that create barriers to learning. We invite PPTA to help develop policies and guidelines to ensure this flexibility is used equitably.
- **Management Fees:** The sponsor has no intention of charging management fees. We would welcome PPTA's input on an appropriate cap or cost-recovery model to safeguard against misuse at charter schools.

Yours sincerely

We have received the following courteous reply from the PPTA.

Kia ora James,

While I was supportive of your plan to become a designated character school - as this fits within our policy for increasing innovation in the education sector - I can categorically say that we will not support your application to forcibly convert a public school to charter status.

We changed our constitution as a way to protect our members who might be in schools that were converted, but our policy remains firm that we do not believe Charter Schools should have a permanent place in our education system. Our policy is to continue to advocate for increased diversity within the public system.

My advice would be for you to try and find out what the MOE is looking for in terms of moving forward with your original plans for designated character status - to perhaps see what issues exist that are preventing your application from being accepted.

Consultation Iwi

The local iwi in the Kelston secondary school zone is Te Kawerau a Maki. We don't have a personal contact within the iwi at this stage, and it is quite wrong to connect through a web-form. We have feelers out, and the connection will come. There is a place on our advisory board for a representative from the iwi.



Level of support

The requirements for this section are to demonstrate your understanding of the level of support that exists for you the sponsor and for your school becoming a charter school.

Consultation: Community

The proposed sponsor is supportive of the plan to revive the Kerehana/Kelston Vision Project, by relocating Kelston Girls' College to share the Kelston Boys' High School property. This solution to the problems with secondary schooling in Kelston was the result of community consultation. There is strong support in the community for the establishment of a co-educational secondary school in Kelston.



Assurance activities

As a converting school, you will have started preparation activities throughout the application period such as staffing consultation, transition preparation, negotiating your property lease and preparing your community for the conversion.

We've been keeping in contact with you throughout the application period about these activities but if you are not sure if you have covered everything, head to our website to access further information and resources.

Assurance activities check

This is a prompt for you to confirm that you are underway with each of these activities and are aware of your responsibilities in conducting them, and to note any important information regarding your progress. This helps to provide assurance to the Authorisation Board that you are undertaking these activities which are key establishment requirements.

Staffing consultation The outgoing state school board has consulted with staff about the proposed conversion.	☐ Check 'yes' or leave blank if 'no'	Comments The outgoing Board's parent reps are all newly elected.
Transition preparation The outgoing state school board and the incoming sponsor are underway with the duties required to prepare for the change in governance.	☐ Check 'yes' or leave blank if 'no'	Comments The outgoing Board's parent reps are all newly elected.
Lease negotiation The sponsor and the Ministry of Education are underway with agreeing the terms of the lease and the ongoing management of assets.	☒ Check 'yes' or leave blank if 'no'	Comments The Ministry's property team has contacted the CSA.
Community consultation The sponsor and the school have consulted with the community to determine the level of support for the sponsor and for the proposed conversion.	☒ Check 'yes' or leave blank if 'no'	Comments Community support is mixed, as expected. Many parents are supportive. Most don't really have an opinion. Some are opposed but none of those who are opposed deny that conversion would increase student achievement.



Comments on draft agreement

Applicants wishing to propose any amendment to the Specific Terms of the Agreement for consideration must do so as part of this application.

There are no proposed amendments.

The Charter School Agency will not accept any proposed amendments to the General Terms and Legal Schedules of the Agreement. Applicants must prepare their application on this basis (see the Application Declaration below to confirm this).



Application declaration

Complete and sign the application declaration below to complete your application document.

Topic	Declaration	Applicant's declaration
Application Process, Terms and Conditions:	I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.	agree
Collection of further information:	The Applicant/s authorises the Charter School Agency and the Ministry of Education to: - collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee. - use such information in the assessment of this Application. The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.	agree
Use of Information:	The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	agree
Draft Agreement:	The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.	agree
Conflict of Interest declaration:	The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.	agree
Conflict of Interest detail:		



Application declaration

Complete and sign the application declaration below to complete your application document.

Sponsor signature

Signature:

Full name:

James Cherrington-Thomas

Title / position:

chairperson

Name of organisation:

Bangerz Education and Wellbeing Trust

Date:

6/10/25

Community member signature (ONLY IF THIS IS A JOINT APPLICATION)

Signature:

Full name:

Siaosi Gavet

Title / position:

CEO

Name of organisation:

Pro-Pare Athlete Management Trust

Date:

6/10/25



Form A. Sponsor Statutory Declaration Form

To be completed by the person/role with authority to sign the declaration on behalf of the sponsor entity.

I, James Maumoana Cherrington-Thomas

of 9(2)(a)
of [REDACTED]

being the applicant for Auckland Secondary College

in my capacity as Chairman

understand that the following information is required for the purpose of enabling a determination of whether the sponsor is suitable to operate a charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

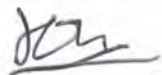
Conviction History	Has the proposed sponsor ever been convicted of any offence involving fraud or any crime involving dishonesty?	no	<i>If yes, please provide details of the offence and/or crime.</i>
Financial obligations to the Crown	Does the proposed sponsor currently owe, or have they previously owed money to the Crown including in respect of bodies the sponsor has been involved in managing?	no	<i>If yes, can you provide details such as a statement of your financial obligations and status with the Crown?</i>
Interventions in Other Charter Schools	Has an intervention ever been applied in relation to another charter school which is or was operated by the proposed sponsor?	no	<i>If yes, what were the circumstances and outcomes of such interventions?</i>
Breaches of Statutory Duties	Has the proposed sponsor committed a serious or repeated breach of their statutory duties in relation to a charter school?	no	<i>If yes, can you provide details of any such breaches and measures taken to address them?</i>
Other Relevant Matters	Are there any other factors or concerns that should be considered in assessing the proposed sponsor's fitness and propriety?	no	<i>If yes, please detail what these factors or concerns are and how you would address them.</i>

DECLARATION



Form B. Governing Members Statutory Declaration Form

To be completed by all persons who are governing members of the proposed sponsor.

Other Relevant Matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	no	<i>If yes, please detail what these factors or concerns are and how you would address them.</i>
DECLARATION I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member Signature:			
Declared at:	Auckland		
Official Witness Name	P.A.M. Green, JP #10159 AUCKLAND Justice of the Peace for New Zealand		
Official Witness Signature	 PAMELA ALICE MARGARET GREEN		
Date:	14.03.2025		



Form B. Governing Members Statutory Declaration Form

To be completed by all persons who are governing members of the proposed sponsor.

I Montell Jackson Vilitau Falakoa

9(2)(a)

of

being a governing member for Auckland Secondary College

in my capacity as trustee

understand that the following information is required for the determination of whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious Criminal Activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	no	<i>If yes, please provide details of the serious criminal activity.</i>
Bankruptcy and Director/Promoter Prohibitions	Has the governing member been • adjudicated bankrupt under the Insolvency Act 2006? • prohibited from being a director or promoter of, or being concerned or taking part in the management of, ◦ a company under the Companies Act 1993 or ◦ any other body corporate?	no	<i>If yes, can you provide details such as a bankruptcy records or declarations regarding prohibitions?</i>
Interventions in Other Charter Schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	no	<i>If yes, what were the circumstances and outcomes of such interventions?</i>
Breaches of Statutory Duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	no	<i>If yes, can you provide details of any such breaches and measures taken to address them?</i>



Form B. Governing Members Statutory Declaration Form

To be completed by all persons who are governing members of the proposed sponsor.

Other Relevant Matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	no	<i>If yes, please detail what these factors or concerns are and how you would address them.</i>
DECLARATION I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.			
Governing member Signature:	Montell		
Declared at:	Auckland		
Official Witness Name	PAMELA ALICE MARGARET GREEN		
Official Witness Signature	 P.A.M. Green, JP #10159 AUCKLAND Justice of the Peace for New Zealand		
Date:	14.03.2023		



Form B. Governing Members Statutory Declaration Form

To be completed by all persons who are governing members of the proposed sponsor.

I James Maumoana Cherrington-Thomas

9(2)(a)
of

being a governing member for Auckland Secondary College

in my capacity as Trustee

understand that the following information is required for the determination of whether the governing member is suitable to be involved in the management and operation of the proposed charter school | kura hourua. This information is required as outlined in the draft legislation to amend the Education and Training Act 2020 to enable the establishment of the charter schools | kura hourua model.

Where I have answered in the affirmative to any of the following points, I have attached all the relevant details in relation to the matter.

I solemnly and sincerely declare that all my answers to the following questions are true and correct.

Serious Criminal Activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	no	<i>If yes, please provide details of the serious criminal activity.</i>
Bankruptcy and Director/Promoter Prohibitions	Has the governing member been • adjudicated bankrupt under the Insolvency Act 2006? • prohibited from being a director or promoter of, or being concerned or taking part in the management of, ◦ a company under the Companies Act 1993 or ◦ any other body corporate?	no	<i>If yes, can you provide details such as a bankruptcy records or declarations regarding prohibitions?</i>
Interventions in Other Charter Schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	no	<i>If yes, what were the circumstances and outcomes of such interventions?</i>
Breaches of Statutory Duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	no	<i>If yes, can you provide details of any such breaches and measures taken to address them?</i>

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.	
Sponsor Signature:	
Declared at:	Auckland
Official Witness Name	PAMELA ALICE MARGARET GREEN
Official Witness Signature	 P.A.M. Green, JP #10159 AUCKLAND Justice of the Peace for New Zealand
Date:	14.03.2025

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Charter School Authorisation Board
Te Poari Whakamana Kura Hourua

Title:	Converting Schools Update
Date:	11 October 2025
Approver / Sponsor:	Juliette Hayes, Head of Performance and Monitoring
Author/s:	9(2)(a) , Application Lead
Security:	IN CONFIDENCE

Purpose

1. To provide the Authorisation Board with a comprehensive update on the converting schools pipeline, including progress since the last meeting, consultation outcomes, and anticipated next steps. This paper is provided for noting and discussion.

Executive Summary

2. Consultation has concluded Out of scope application. Bangerz Education and Wellbeing Trust has undertaken independent consultation and has made those publiclaly available on their website. Out of scope

3. Out of scope

Recommendations

4. It is recommended that the Board:
 - a) **Note** the current status of all converting school applications.
 - b) **Discuss** the risks and assurance findings for Out of scope BEWT.
 - c) **Indicate** any preferred conditions or follow-up actions for applicants.

Background

5. The Charter School Agency continues to progress applications to convert state schools into charter schools under s212I of the Education and Training Act 2020. The

Authorisation Board is responsible for approving sponsors and proposals following statutory consultation and assurance.

6. This paper builds on previous updates and reflects the latest consultation outcomes, assurance activities, and sponsor readiness.
7. As at 10 November 2025, the current status of converting school applications is as follows:

Out of scope			
Applications Received:	Bangerz/KBHS,	Out of scope	2
Out of scope			

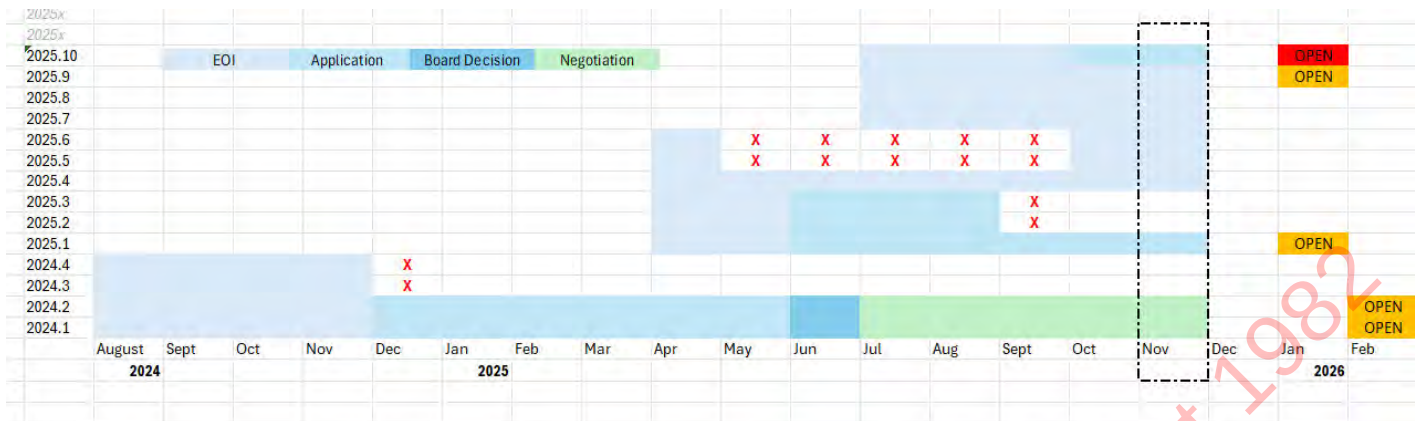
Total Applications received

Out of scope	
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2025	Status
Out of scope	
Application 8/ Bangerz	working their way through AB statutory processes – no decision

Application Status Snapshot

8. This diagram shows all the schools that have submitted a completed written application report since the initial 2024 charter school application round and how they have progressed through the application process.

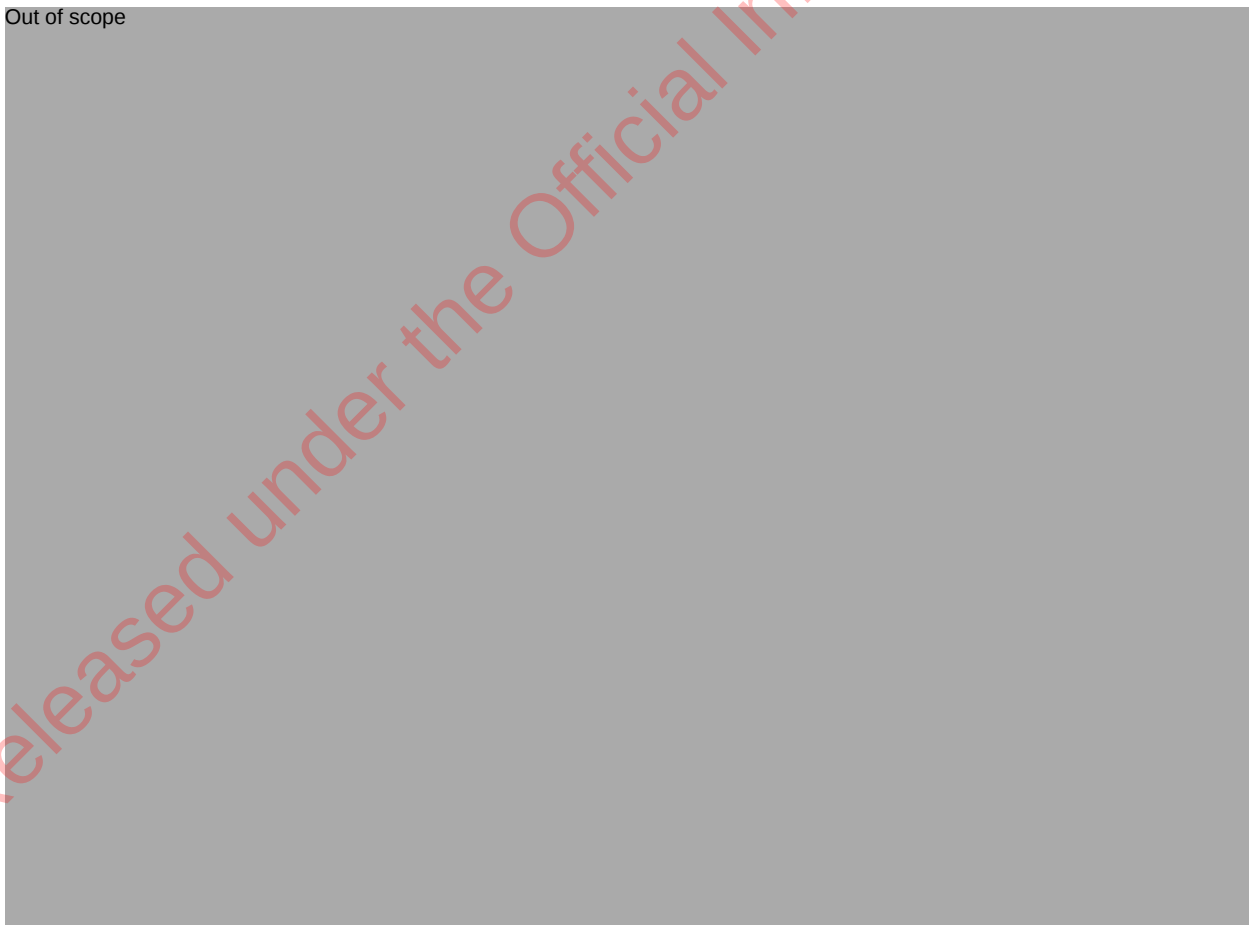


Application Progress Overview by Applicant

Bangerz Education and Wellbeing Trust / Kelston Boys' High School

9. This is a community-initiated application where the applicant has completed consultation and supplied a report; assurance and due diligence activities are ongoing, feedback has been received via Agency inboxes, and the Agency continues to engage proactively with both the applicant and the school. The interview was completed in October, and the Authorisation Board consultation is expected to conclude following a one to two-week online survey and meetings with key stakeholders.

Out of scope



Out of scope

Consultation Feedback Summary

16. Consultation outcomes show mixed feedback for both applications: Out of scope

while the **Bangerz Education and Wellbeing Trust/Kelston Boys' High School** proposal also drew mixed responses, with staff divided and the school board voting 7–1 against; Kelston Boys' High School has provided feedback to the Agency, and BEWT has submitted a formal consultation report.

Financial and Policy Implications

17. There are no new financial implications associated with this update; funding requirements will be assessed by contracting leads once applications are approved. All applications currently align with Charter School Agency policy and legislative requirements, and no policy changes are proposed at this stage.

Next Steps

18. The following actions are proposed:

- a) The Authorisation Board to make decisions on Out of scope Bangerz Education and Wellbeing Trust applications at the November meeting.
- b) If approved, the Charter School Agency will initiate contract negotiations with the sponsors in December.
- c) If declined, the Chair or the Agency will meet with the applicants and their respective schools to provide feedback and discuss next steps.
- d) The Agency will also engage with the schools to gather feedback on the community-initiated application process.

e) Out of scope



Charter School Authorisation Board
Te Poari Whakamana Kura Hourua

Board Paper

Title:	Board interview: Bangerz Education and Wellbeing Trust
Date:	14 October 2025
Approver / Sponsor:	Juliette Hayes, Head of Performance and Monitoring
Author/s:	9(2)(a) Application Lead
Security:	IN CONFIDENCE

Purpose

This paper supports the Authorisation Board in exercising its statutory function under Section 212I of the Education and Training Act 2020. The Board is asked to determine next steps for Bangerz Education and Wellbeing Trust's (BEWT) application to convert Kelston Boys' High School to a charter school.

Recommendations

1. It is recommended that the Board
 - a. **Note** the Agency has:
 - i. Received a community-initiated application from Bangerz Education and Wellbeing Trust to sponsor the conversion of Kelston Boys' High School to a charter school, and
 - ii. Assessed the application as **viable**.
 - b. **Approve in principle / decline / defer** the Bangerz Education and Wellbeing Trust's proposal to become the sponsor of a converted school in 2026.
 - c. **Note** that if the proposal is approved in principle or deferred, the following statutory assurance conditions must be met:
 - i. Authorisation Board consultation to be completed.
 - ii. Views of the Secretary and Chief Review Officer considered.
 - iii. Agency to complete due diligence checks and assurance activities and report back.
 - d. **Agree** that if the Authorisation Board declines Bangerz Education and Wellbeing Trust's proposal, the Board will communicate the decision and feedback advising the reason why the proposal was declined.

Background

Sponsor Context

Bangerz Education and Wellbeing Trust (BEWT) is a charitable trust providing youth development and academic support services in West Auckland, including tutoring and mentoring focused on

literacy, numeracy, and career pathways. BEWT previously applied to establish a new charter school, which was not approved. The current application seeks to convert Kelston Boys' High School to a charter school. As a community-initiated proposal, some preparatory activities typically expected in a school-led application could not be fully completed. The sponsor has outlined governance arrangements, curriculum plans, and financial strategies intended to improve achievement and attendance.

School context

Kelston Boys' High School is a state secondary school in West Auckland with approximately 800 students. The proposal includes narrowing the junior curriculum for literacy and numeracy catch-up, introducing flexible timetabling, and embedding career-focused pathways alongside academic rigour. Governance will separate sponsor oversight from school operations and include an Advisory Board to ensure community voice. BEWT's strategic plan sets goals for academic performance, enrolment growth, and cultural responsiveness, supported by financial and property management frameworks.

Agency Assessment

The Agency has completed an initial assessment of BEWT's written application and considers it viable. It is not a requirement that all activities be fully completed at application stage, only that they are being addressed and will be in place for opening. The sponsor has engaged with the Agency on staff consultation, governance transition, leasing, and community engagement. Further assurance and due diligence will be undertaken before any final approval.

Authorisation Board Interview

Purpose of interview

As part of the assessment, BEWT has been invited to an interview. This gives the Board an opportunity to hear directly from the proposed sponsor and the community member supporting this application, clarify any outstanding matters related to statutory assurance or assessment criteria, and confirm readiness and alignment with the charter school model. An interview template is included as an attachment.

Options

The Agency seeks a decision from the Authorisation Board on the next steps for BEWT's application:

Option 1: Approve in Principle

If the Board approves in principle, the Agency will continue assurance activities and Authorisation Board consultation) and report back with confirmation that statutory requirements have been met before final approval.

Option 2: Decline

If the Board declines, the Agency will notify the sponsor, provide feedback, outline any future pathways, and close out assurance activities.

Option 3: Defer

If the Board defers, the Agency will seek further information or clarification on identified gaps, continue assurance activities, and provide an updated report at the next scheduled meeting.

Next Steps

If approved in principle, the Agency will:

- Undertake statutory consultation and gather findings.

- Obtain views of the Secretary for Education and Chief Review Officer.
- Finalise due diligence checks.
- Complete assurance activities.
- Report back to the Board with a recommendation for final approval.

Appendices	Appendix One: Bangerz Education and Wellbeing Trust Interview
Links	Bangerz Education and Wellbeing Trust Application documents

NB: Application documents are provided at documents 1 - 2 and 5 - 7 of Appendix A

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Charter School Authorisation Board
Te Poari Whakamana Kura Hourua

Appendix One: Bangerz Education and Wellbeing Trust Interview

Purpose

This interview provides the Authorisation Board with an opportunity to hear directly from the proposed sponsor and the community member supporting this application, clarify any outstanding matters related to statutory assurance or assessment criteria, and confirm readiness and alignment with the charter school model.

Note: Information is accurate at the time of writing. The Agency will provide updates at the meeting if required.

Application Attendees

Community Member: *Siaosi Gavet*

Siaosi is a long-standing member of the Kelston Boys' High School community with extensive governance and education experience. He served two terms on the KBHS Board, including as presiding member, and previously worked at the Ministry of Education as Chief Advisor (Pacific) and Student Achievement Function Practitioner. He has held senior leadership roles in tertiary and youth education organisations and currently leads Pro-Pare Athlete Management Trust. ^{9(2)(a)}

Sponsor Representative: *James Cherrington-Thomas*

James is Chairperson of Bangerz Education and Wellbeing Trust. He leads the sponsor's governance and strategic direction, ensuring compliance with charter obligations and alignment with the trust's mission to improve educational outcomes for Kelston youth. His role includes oversight of financial sustainability, property planning, and community engagement to support the successful conversion and operation of Kelston Boys' High School as a charter school.

Agenda

Item	Details
Welcome and Introductions (Board Chair – 5 mins)	Board Chair welcomes Bangerz Education and Wellbeing Trust and introduces Board members.
Applicant Presentation (BEWT – 10–15 mins)	BEWT outlines its vision for converting Kelston Boys' High School, governance approach, curriculum priorities, and community engagement.
Questions and Discussion (Remaining time)	Board questions to clarify statutory assurance and readiness.

Discussion Questions

Note for the Board:

If the Board considers that a question has been adequately addressed during the applicant's presentation, it does not need to be asked again. The Board may also agree to update or modify the questions during its preparation time before the interview.

Vision and Purpose

- What does BEWT hope to achieve through converting Kelston Boys' High School to a charter school?
- What are your goals for student achievement and wellbeing?

Notes:

Governance and Leadership

- How will governance be structured to maintain independence between sponsor and school operations?
- What role will the Advisory Board play in ensuring community voice?

Notes:

Educational Approach

- How will the proposed curriculum changes (literacy/numeracy catch-up, flexible timetabling, career pathways) improve outcomes?
- How will cultural responsiveness be embedded in teaching and learning?

Notes:

Community Engagement

- How has engagement with staff, whānau, and the wider community shaped this proposal?
- What is the role of the community member supporting this application?

Notes:

Financial and Operational Readiness

- What financial strategies will ensure sustainability and transparency?
- How will property arrangements and staffing transitions be managed before opening?

Notes:

Statutory Assurance

- How will BEWT meet statutory requirements under the Education and Training Act 2020?
- What steps are planned to complete consultation and readiness checks before final approval?

Notes:



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Charter School Authorisation Board
Te Poari Whakamana Kura Hourua

Appendix One: Bangerz Education and Wellbeing Trust Interview

Purpose

This interview provides the Authorisation Board with an opportunity to hear directly from the proposed sponsor and the community member supporting this application, clarify any outstanding matters related to statutory assurance or assessment criteria, and confirm readiness and alignment with the charter school model.

Note: Information is accurate at the time of writing. The Agency will provide updates at the meeting if required.

Application Attendees

Community Member: *Siaosi Gavet*

Siaosi is a long-standing member of the Kelston Boys' High School community with extensive governance and education experience. He served two terms on the KBHS Board, including as presiding member, and previously worked at the Ministry of Education as Chief Advisor (Pacific) and Student Achievement Function Practitioner. He has held senior leadership roles in tertiary and youth education organisation and currently leads Pro-Pare Athlete Management Trust. All four of his sons attended KBHS, and he is completing a PhD at the Australian National University.

Principal-Designate 9(2)(a)

9(2)(a)

Agenda

Item	Details
Welcome and Introductions (Board Chair – 5 mins)	Board Chair welcomes Bangerz Education and Wellbeing Trust and introduces Board members.
Applicant Presentation (BEWT – 10–15 mins)	BEWT outlines its vision for converting Kelston Boys' High School, governance approach, curriculum priorities, and community engagement.
Questions and Discussion (Remaining time)	Board questions to clarify statutory assurance and readiness.

Discussion Questions

Note for the Board:

If the Board considers that a question has been adequately addressed during the applicant's presentation, it does not need to be asked again. The Board may also agree to update or modify the questions during its preparation time before the interview.

Vision and Purpose

- What does BEWT hope to achieve through converting Kelston Boys' High School to a charter school?
- What are your goals for student achievement and wellbeing?

Notes: STORY

Vision

To raise the pathway opportunities for all students by lifting their lifetime earning potential in the career of their choice.

Purpose

*12% Overall, 6% Māori and 12% Pacific University Entrance pass rates are unacceptable
Converting to a charter school is
change of Principal and the current board and mainstream model won't work!*

Governance and Leadership

- How will governance be structured to maintain independence between sponsor and school operations?
- What role will the Advisory Board play in ensuring community voice?

Notes:

There is clarity as to the roles of the sponsor vis-à-vis the principal. The metaphor we use is the school as a train. The role of the sponsor is to ensure the train stays on track. The model is "trust but verify" (through feedback and reporting). The sponsor has employed the principal to do a job. It went through a full recruitment process and chose the right person. Its primary role now is to resource the principal to do his job. The sponsor is heavily involved in the community through its youth development programme and will get feedback from students and their parents. The sponsor will also meet with the principal and the applicant (the presiding member of the advisory board) regularly, probably weekly throughout much of the first term.

9(2)(a) will be providing financial and governance support for the Sponsor.

9(2)(a) will be on the Advisory Board and has extensive executive financial and management experience. He is also a KHBS 'old boy'.

The Advisory Board will operate through community meetings. We have considerable experience in these and expect to have over one hundred parents attend each Advisory Board meeting.

Educational Approach

- How will the proposed curriculum changes (literacy/numeracy catch-up, flexible timetabling, career pathways) improve outcomes?
- How will cultural responsiveness be embedded in teaching and learning?

Notes:

Cultural responsiveness is currently a problem in the school. The majority of the teaching staff are overseas trained and have not been taught how to manage the classroom behaviour of a group of 25-30 teenage boys. The applicant is Samoan, and is well aware of the school's focus on this aspect of the school. The school, for example, spends an inordinate amount of time participating in Polyfest Festival rehearsals and activities, most of which are not credit-bearing.

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Community Engagement

- How has engagement with staff, whānau, and the wider community shaped this proposal?
- What is the role of the community member supporting this application?

Notes:

9(2)(g)(i)

They key figures – a 12% UE award rate, a 40% NCEA Level One achievement rate, and the majority of Year 9 students are two years or more behind at the start of Term One and never catch up – are just not known. The community has consistently been told by the outgoing principal that the school is one of academic excellence. There is a lot of community pride in the school's rugby history. There is a lot of desire that rugby league should have the same status as rugby. It is the current national schools' rugby league champion. It has been pointed out that the school has won the national schools' soccer title five times, the same number of times that that it has been the national rugby champion. The overwhelming feedback was that increasing achievement would be good but not at the expense of rugby. There was a lot of misinformation circulating. For example there was a belief that the school would become co-ed.

9(2)(g)(i)

This is an application by a community member that is supported by the proposed sponsor (s212F(1)(b)(ii)). The question misunderstands the legislation. The sponsor will not be inside the train. The community member will be. He is an experienced presiding member of this school's Board, MOE-trained in educational change management, and who has extensive involvement and experience with KBHS. He has run MOE funded, Pasifika empowerment programs at the school. 9(2)(a) He has an unrelenting push for accelerating academic achievement at KBHS.

Financial and Operational Readiness

- What financial strategies will ensure sustainability and transparency?
- How will property arrangements and staffing transitions be managed before opening?

Notes:

Sustainability is well covered in the application. Sustainability begins with reliable income projections and a strategic plan. It requires some testing of assumptions, and planning for income shocks.

Transparency. Budget discussions in public, at Advisory Board meetings. Quarterly financials posted on the school's website within 60 days of the end of the quarter.

9(2)(g)(i)

The 2023 financial statements are on the school website. These represent the financial reporting to the community

We have no confidence in the ability or willingness of the Ministry's property team to manage the property transition within any timeframe. In our view, intervention from the Associate-Minister's office will be required. The sponsor will be retaining 9(2)(a) to manage the property transition. 9(2)(a) We have a list of issues and can meet tomorrow.

Statutory Assurance

- How will BEWT meet statutory requirements under the Education and Training Act 2020?
- What steps are planned to complete consultation and readiness checks before final approval?

Notes:

We have consulted for much of this year. But, as the boys say "Haters gonna hate". There is a substantial body of opinion from outside the school who will object noisily. The PPTA may be able to rustle up a thousand objections. The staff are woefully misinformed and will object. There are some parents who will object. 9(2)(a), 9(2)(g)(i) At that stage we stopped consulting, although, of course, we remain ready to talk with anyone.

We are ready. From our perspective the time sensitive issue is completing police checks on non-teaching staff as the new employer cannot rely on checks by a previous employer. We need police checks completed and individual employment agreements signed before a transferred employee can start work.

Consultation Report:

Kelston Boys' High School Conversion

**Prepared by Siao Si Gavet
(Applicant) and Bangerz
Education and Wellbeing Trust
(Sponsor)**

4 November 2025

1. Executive Summary

Bangerz Education and Wellbeing Trust (BEWT), the proposed sponsor for the conversion of Kelston Boys' High School (KBHS) to a charter school, has undertaken an extensive consultation process consistent with the statutory requirements under s212I of the Education and Training Act 2020.

Engagement has occurred across the school's community, including the Board, staff, parents, students, alumni, unions, and local agencies, between 29 September and 3 November 2025. While the consultation has taken place in a contested environment, it has nonetheless generated valuable insight into community aspirations, perceptions of the school's performance, and expectations for future improvement.

Feedback confirms broad acknowledgement that Kelston Boys' High School faces long-standing issues of low academic achievement and disengagement, with 40 percent of Year 11 students achieving NCEA Level 1 and only 12 percent of Year 13 students attaining University Entrance in 2024. Parents, students, and community members consistently expressed the desire for higher expectations, stronger career pathways, and more visible accountability for outcomes.

Consultation outcomes have directly shaped the proposal. In particular, they have reinforced the importance of:

- A focused curriculum of five subjects across all year levels.
- Individualised career counselling for every student.
- Greater use of teacher aides and mentoring by respected former students.
- Transparent governance through an expanded Advisory Board; and
- Preservation of the school's distinctive "brotherhood" culture within a renewed academic focus.

The sponsor believes this consultation meets the criteria of a genuine process as defined in *Wellington International Airport Ltd v Air New Zealand* [1993] 1 NZLR 671 (CA) and *West Coast ENT Inc v Buller Coal Ltd* [2013] NZSC 87, having provided adequate information, reasonable time for response, and genuine consideration of feedback received.

2. Introduction and Purpose of Consultation

The purpose of this consultation was to inform and test community understanding of, and sentiment toward, the proposed conversion of Kelston Boys' High School to a charter school sponsored by BEWT, commencing Term 1 2026.

The consultation sought to:

- Provide all affected parties with accurate information about the proposal and its intent to lift student achievement.

- Invite and consider feedback from the school Board, staff, students, parents, the wider community, and representative bodies.
- Identify potential benefits, concerns, and conditions of support; and
- Demonstrate that the sponsor's proposal aligns with the statutory purpose of conversion, to improve educational outcomes and increase innovation.

This report documents the consultation process undertaken, the feedback received, and the way that feedback has informed refinements to the sponsor's application.

3. Consultation Objectives and Guiding Principles

Objectives

1. To gather diverse perspectives on the proposal to convert KBHS to a charter school.
2. To understand levels of support or opposition and the reasons for each.
3. To ensure participants had sufficient information and opportunity to form an informed view.
4. To test key aspects of the proposed educational model curriculum, including narrowing, careers focus, student mentoring, and governance transparency.
5. To inform adjustments to the proposal prior to submission to the Authorisation Board.

Guiding Principles

The consultation was guided by the following principles:

- Transparency: Information made publicly accessible via letters, emails, and the BEWT website.
- Inclusivity: Opportunities offered to all stakeholder groups, including those initially opposed.
- Respect: Engagement conducted in good faith and acknowledgment of differing views.
- Responsiveness: Feedback used to refine proposals and implementation approach.
- Compliance: Alignment with the requirements of s212I and relevant case law, including CREEDNZ Inc v Governor-General [1981] 1 NZLR 172 (CA) and Friends of Turitea Reserve Soc Inc v Palmerston North CC (2012 HC).

4. Consultation Overview

Timeline of Engagement

Date	Engagement Activity	Participants	Notes
29 Sep 2025	Formal notification to the Board and PPTA representative	School leadership	Advised of the intention to apply for conversion and invited to consult
30 Sep 2025	Board meeting - initial discussion	Board of Trustees	Decision deferred pending further information
16 Oct 2025	Meeting with Presiding Member and Acting Principal	Board leadership	Presented proposal and draft consultation notice
20-31 Oct 2025	Parent and community consultation period	Parents and whānau	Face-to-face and informal conversations at community locations
28 Oct 2025	Board meeting - conversion discussion	Board of Trustees	No vote taken
29 Oct 2025	Publication of the Acting Principal's letter on the school's social media	School community	The letter contained inaccuracies and framed the conversion as a hostile takeover. The post and letter were not endorsed by the Board.
30 Oct - 2 Nov 2025	Follow-up media and community responses	Public	Sponsor provided clarifications where possible
3 Nov 2025	Applicant presentation to the new Board	Board members	Eight-minute presentation prior to Board vote (7-1 against support)

Engagement Methods

- Written notices to Board and staff inviting consultation.
- Information available via the BEWT website and email addresses for submission.
- Face-to-face discussions with parents, students, and community members.
- Informal "McDonald's Desk" sessions before school where students could ask questions.
- Meetings with alumni, staff, and representative bodies including the PPTA.
- Community engagement via social media discussion and post-consultation follow-up.

5. Participation Summary

Stakeholder Groups Engaged

Group	Engagement Format	Approx. Number Engaged	Key Topics Raised
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Board of Trustees	Meetings (16 & 28 Oct, 3 Nov)	8 members	Governance, process, eligibility
School staff (teaching & support)	Emails and individual replies	78 (52 teachers, 26 support staff)	Employment conditions, curriculum, and student achievement
Parents and whānau	Community hui and informal conversations	Approx. 80-100	Academic standards, career pathways, and trust in the sponsor
Students (current)	Informal sessions and individual dialogue	50+ students	Relevance of curriculum, career guidance, and sport
Former students	Focus group and follow-up calls	25	School culture, mentoring, and discipline concepts
PPTA and NZEI	Email correspondence	2 organisations	Union policy positions
Government and agency partners	Meetings and visits	5 agencies	Youth development, school safety, achievement

Participant Demographics and Profile

- Approximately 60 per cent of the school's students identify as Pacific, and this was reflected in parental participation.
- Consultation included both supportive and opposed voices.
- Students ranged from Year 10 to Year 13, with a mix of academic and sport pathways represented.
- Community participants included former Board members, local sports leaders, church representatives, and agency staff.

Summary of Engagement Quality

Despite public controversy and misinformation on social media, the sponsor maintained open channels for dialogue and responded to enquiries promptly. Feedback was recorded and coded by theme to inform the refinement of the application.

6. Key Themes and Insights

The consultation process revealed a diverse range of perspectives. While positions varied, several consistent themes emerged across stakeholder groups. These are summarised below.

6.1 Shared Desire for Improved Student Achievement

Across parents, students, former students, and community members, there was a broad consensus that Kelston Boys' High School has long struggled with low academic achievement.

- Parents expressed frustration that, despite a wide curriculum and strong pastoral care, too few students achieve NCEA Level 1 or University Entrance.
- Students voiced that schoolwork felt disconnected from their futures.
- Former students confirmed that low expectations were normalised during their schooling.

This shared recognition formed a foundation of support for meaningful change, even among those uncertain about the charter model itself.

6.2 Support for a Focused Curriculum and Career Pathways

Participants were generally receptive to the proposal to narrow the curriculum to five core subjects at each year level, paired with clear career guidance.

- Students welcomed the concept of personalised career counselling. The notion that “every student will know their why” resonated strongly.
- Parents saw value in ensuring subject choices aligned with career pathways or tertiary goals.
- Former students agreed that a focused curriculum would help close the literacy and numeracy gaps identified in Years 9-10.

6.3 Preservation of School Culture and “Brotherhood”

Many respondents emphasised that the “brotherhood” ethos of KBHS is central to its identity and must be protected.

- Students and alumni saw this as a strength to build on, not to replace.
- The sponsor affirmed that the brotherhood culture would be redefined to include shared responsibility for academic achievement and attendance – “grinding together” as one community.

6.4 Concerns About Change and Communication

Several participants, particularly staff and some parents, raised concerns about the speed of change, job security, and misinformation in the public domain.

- Some staff expressed apprehension about employment continuity, despite clear written assurances.
- A small group of parents associated the proposal with the resignation of the previous principal and perceived instability.
- Social-media narratives framing the conversion as a “hostile takeover” created confusion and distrust that affected the consultation environment.

These concerns were acknowledged by the sponsor, who continues to prioritise clear, factual communication and the inclusion of all staff willing to remain under the new structure.

6.5 Student Voice: Relevance, Respect, and Responsibility

Student feedback was particularly insightful. Key messages included:

- **Relevance:** Students want to see a connection between subjects and life after school.
- **Respect:** They valued being taken seriously in the consultation, especially during informal morning sessions.
- **Responsibility:** They liked the idea that teachers and leaders would be accountable for results.

6.6 Community and Agency Endorsement of Sponsor Credibility

External agencies that have worked with BEWT, including Police, Oranga Tamariki (Youth Justice), and MSD, provided informal yet supportive feedback during visits to the sponsor's New Lynn Hub. They emphasised the quality of youth engagement and the sponsor's positive impact on local wellbeing outcomes.

Community stakeholders expressed confidence in the sponsor's intent and credibility, even where they remained cautious about the charter model itself.

7. Analysis and Reflection

The consultation demonstrated both the need for transformation and the challenges of implementing it in a contested environment.

7.1 Evidence of Need

Kelston Boys' High School's performance data show persistent underachievement:

- Only 40 per cent of Year 11 students achieved NCEA Level 1 in 2024.
- Only 12 per cent of Year 13 students achieved University Entrance in 2024.
- More than half of Year 9 students begin two or more years behind in literacy and numeracy.

These data were verified during discussions and remain undisputed. Participants largely agreed that the status quo is unacceptable.

7.2 Genuine Consultation

Applying the tests outlined in *Wellington International Airport Ltd v Air New Zealand* [1993] 1 NZLR 671 (CA) and *West Coast ENT Inc v Buller Coal Ltd* [2013] NZSC 87, consultation requires that participants receive sufficient information, adequate time to respond, and that their feedback be genuinely considered.

- *Information:* Written invitations, the BEWT website, and meetings provided comprehensive details on rationale, intent, and implications.
- *Time:* Participants had from 29 September to 31 October 2025 to engage.

- *Consideration*: Feedback-informed substantive refinements to the proposal, as summarised below.

Accordingly, the sponsor believes the process meets the statutory expectations under s212I of the Education and Training Act 2020, supported by the precedents set in CREEDNZ Inc v Governor-General [1981] 1 NZLR 172 (CA) and Friends of Turitea Reserve Soc Inc v Palmerston North CC (2012 HC).

7.3 Influence of Feedback on Proposal

Key refinements following consultation include:

- *Curriculum*: Confirmation of a five-subject structure across all year levels.
- *Governance*: Creation of a public Advisory Board including parents and professionals from law, education, and accounting.
- *Student Support*: Employment of former students as teacher aides to strengthen relationships and discipline.
- *Transparency*: Commitment to publishing quarterly financial summaries and holding termly public meetings.
- *Sports and Culture*: Explicit assurance that rugby and other sports remain integral, with additional recognition for league, basketball, and volleyball.
- *Careers Guidance*: All students to receive annual career counselling, with undecided students placed on a University Entrance pathway.

7.4 Managing Opposition and Miscommunication

The sponsor recognises that elements of misinformation, including statements made on social media, limited the willingness of some stakeholders to engage constructively. While regrettable, these challenges do not invalidate the consultation; rather, they illustrate the complexity of school-community change processes. The sponsor has documented all interactions transparently and welcomes any further independent verification.

8. Summary of Outcomes

8.1 Levels of Support

Stakeholder Group	Indicative Position	Comments
Parents & Whānau	Generally supportive	Value sponsor's track record; trust in leadership; desire for improvement
Students	Supportive	Strong interest in career guidance and relevance
Former Students	Highly supportive	Advocate for higher expectations and mentoring

| Teaching Staff | Divided | Approx. 40% expressed written opposition; others neutral or silent |

| Support Staff | Mixed | Employment continuity main concern |

| Board of Trustees | Voted 7-1 against | Influenced by misinformation and sporting eligibility rumours |

| PPTA / NZEI | Opposed | Consistent with national union policy |

| Community Agencies | Supportive | Acknowledge BEWT's contribution to local youth outcomes |

Overall, while the Board and unions opposed the conversion, broader community sentiment, especially among parents, students, and alumni, reflects pragmatic support for change and confidence in BEWT's capability to deliver it.

8.2 Key Findings

- There is clear recognition of the need for structural and cultural change to improve academic outcomes.
- The sponsor is trusted by many within the Kelston community due to its established youth-development mahi.
- Concerns centre on process transparency, job security, and maintaining school culture, all addressed in the final proposal.
- Opportunities exist for ongoing engagement to rebuild confidence and shared purpose.

8.3 How Consultation Informed the Application

Feedback directly shaped the charter school design:

1. Curriculum narrowing and coherent timetabling for cross-level study.
2. Retention initiatives targeting students likely to leave after Year 11.
3. Summer school model to accelerate learning and provide part-time employment.
4. Dual qualification exploration (Cambridge and NCEA).
5. Community Advisory Board commitment to open meetings and public accountability.

These refinements demonstrate genuine consideration of participant advice and alignment with the legal standard of consultation.

9. Next Steps and Ongoing Engagement

1. *Continued Communication*: The sponsor will continue open dialogue with the school community through newsletters, meetings, and the BEWT website.
2. *Staff Engagement*: Individual meetings will be offered to all current staff to clarify employment terms and invite continued service.
3. *Parent and Whānau Updates*: Summary of consultation outcomes to be shared publicly and through direct communication.
4. *Student Transition Planning*: Career-counselling framework and mentoring programme to commence upon authorisation.
5. *Governance Preparation*: Formation of the Advisory Board with transparent selection criteria and published meeting dates.
6. *Monitoring and Evaluation*: Independent evaluation to track educational, cultural, and social outcomes during the first three years of operation.

Released under the Official Information Act 1982

Appendix Overview

Full appendices to be attached in the final bound version of this report.

Appendix 1 - Invitation to Consult Emails (Teaching Staff)

Contains sample correspondence sent to subject departments, in this example the Science Department, outlining the rationale, draft timetable, and proposed curriculum structure.

Good day ^{9(2)(a)}

My name is James Cherrington-Thomas. I am the chair of Bangerz Education and Wellbeing Trust (BEWT), the youth services provider supporting, as sponsor, Siaosi Gavet's application to convert Kelston Boys' High School to a charter school. Siaosi and the principal-designate had a very positive meeting in Wellington this week with the Charter School Authorisation Board. Details about the proposed conversion, together with a copy of the application can be found at <https://bewt.nz/conversion.php>

The application is intended as an intervention to turn around the low academic achievement of the school. As we see the problem, it begins in Term One of Year 9 where half of all incoming students are two years or more behind in literacy and numeracy. Many of these students never catch up. The school has responded by moving away from external assessments and towards unit standards. The result has been a decline in the proportion of Year 13 students who are awarded UE. The current figure is 12.1%, compared to 77% at Avondale College and 93% at Liston College.

We have consulted widely. The feedback is that we must preserve the "brotherhood" and the success in rugby. The trick is to leverage academic success off these.

The key surface changes the school will see next year, should the conversion be approved, are

- A narrowing of the curriculum. Students will study 5 subjects at all year levels. In Years 9 and 10, English, Maths, Science, and Health/PE will be compulsory. Students will select one additional option to study for the whole year. At senior levels there will be no mainstream unit-standard assessed courses.
- The timetable will be coherent. All line 1 courses will be taught at the same time, as will all courses in lines 2, 3, 4, and 5. This will allow students to study at multiple year levels. A Year 11 student could choose Level 2 maths with calculus as his Line 2 subject, and Level 2 Physics as his Line 3 subject for example.
- An increased emphasis on career counselling that ensures students are on a pathway to their desired career. This will be their "why" for entering the classroom. We envision a large number of students making changes to their course selections in January.

- A January “summer school”. where perhaps old boys or senior students will be employed (say 10 for a budget of \$5K each) to supervise students’ learning at the summer school operated by Te Kura, the correspondence school. The students themselves, or at least some of them, would be employed for the equivalent of two days a week on maintenance tasks around the school, such as painting. Food would be provided and we anticipate one trip a week e.g. swimming. We see this as an opportunity for some boys to complete an NCEA level or UE and for others to “accelerate”.
- Preparation for a small group of Year 11 2026 students to enter the Cambridge AS mathematics exam in 2027 and Cambridge mathematics and physics ‘A’ levels in 2028. These entries would be as private students with Wentworth as the examination centre. The school may or may not move towards a dual qualification pathway.

We propose to continue the current three periods a day timetable. The weekly timetable for each Year Level will look like

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Line 1	Line 4	Line 2	Line 5	Line 3
Period 2	Line 2	Line 5	Line 3	Line 1	Line 4
Period 3	Line 3	Line 1	Line 4	Line 2	Line 5

In terms of science teaching, the draft classes timetable (and this is provisional) looks like

	Line 1	Line 2	Line 3	Line 4	Line 5
Year 9	Science	Science Science	Science Science	Science Science	Science
Year 10	Science	Science Science	Science Science	Science Science	Science
Level 1	Science Science	Science Science	Science	Science Science	Science
Level 2	Physics Earth & Space	Physics	Chemistry	Chemistry	Biology
Level 3	Physics		Earth & Space	Earth & Space	Biology Chemistry Digital Tech

Earth & Space is a new subject for KBHS but it is one that should be achievable for students who transfer from unit standard assessed courses to UE approved courses.

There are 36 science classes. Assuming each teacher takes 4 classes a week, one from each of four of the five lines, that is a department staff of 9.0FTE.

We have given some consideration to what the junior (Year 9 and 10) curriculum might look like. Our thought is to focus this on preparation for the Level 2 externally assessed achievement standards, perhaps as in the Figure below.

Physics	Chemistry	Biology	Astronomy
<u>Mechanics</u>	<u>Atoms</u>	<u>Life on Earth</u>	<u>Stars</u>
- distance, speed, acceleration - Newton's Laws - mass and weight - Energy - kinetic - Energy - Gravitational Potential mgh - Conservation of Energy - pressure - Work - Power	- protons, neutrons, electrons - electron shells - periodic table - the first 20 elements	- MRS GREN - bacteria - viruses - plants - photosynthesis - non-vertebrates - vertebrates	- formation - life cycle - distance - galaxies - black holes
<u>Electricity</u>	<u>Ions</u>	<u>Cells</u>	<u>Our Solar System</u>
- Charge - Coulomb's Law - Electric Fields - Current and Conductors - DC circuits, voltage, resistance - Ohm's law - Series circuit - Parallel Circuit - Magnetism - Electric Motors - Generators - Transformers - Semiconductors and solar panels	- Formation - Electrostatic attraction - Electrolysis	- prokaryotes - eukaryotes - organelles - energy systems	- formation - planets and asteroids - life on Mars or Titan
<u>Waves</u>	<u>Acids, Bases, Salts</u>	<u>Genetics</u>	<u>Sun-Moon-Earth</u>
- reflection - refraction - Snell's Law - lenses - Diffraction	- pH - Chemical Equations	- Mendel - alleles, dominant, recessive - inheritance, punnet squares - DNA, genes, chromosomes - mutations	- day and night - seasons - tides - phases of the moon - eclipses - is the earth round or flat? - does the earth orbit the sun?
	<u>Chemical Reactions</u>	<u>Evolution</u>	<u>The Big Bang</u>
	- Rate of Reaction - Catalysts - Endothermic/Exothermic	- common ancestry - mutations and gradual change - natural selection - adaptions	- How did the universe begin? - Expansion and dark matter - Will it End?
	<u>Metals</u>		<u>Exoplanets and Aliens</u>
	- Properties - Reactions		- The search - The Goldilocks zone - Signs of Life
	<u>Covalent Bonds</u>		
	- Electron Sharing - dot and cross diagrams		

We value any feedback you might have, and Siaosi would welcome the opportunity to meet. Although the meeting this week with the Charter School Authorisation Board was positive, the decision to convert (or not) may not be made until late November and a contract may not be signed until early December. By then it will be time to enact decisions. The time to consult will have passed.

Yours sincerely

James Cherrington-Thomas

Appendix 2 - Invitation to Consult Emails (Non-Teaching Staff)

Contains communications clarifying employment continuity and terms under the charter school model.

Good day^{9(2)(a)}

My name is James Cherrington-Thomas. I am the chair of Bangerz Education and Wellbeing Trust (BEWT), the youth services provider supporting, as sponsor, Siaosi Gavet's application to convert Kelston Boys' High School to a charter school. Siaosi and the principal-designate had a very positive meeting in Wellington this week with the Charter School Authorisation Board. Details about the proposed conversion, together with a copy of the application can be found at <https://bewt.nz/conversion.php>

I have two aims in sending this email. The first is to let you know that should the school convert to a charter school your job does not change. The current Board, which is your employer, ceases to exist and your employer becomes Bangerz Education and Wellbeing Trust. You will remain employed on the same pay and other terms and conditions. If you are employed under a collective agreement that will have to become an Individual Employment Agreement as charter schools are not party to any collective agreements. My second aim in sending this email is to invite your feedback on the proposal. You can send feedback in a reply to this email.

The application is intended as an intervention to turn around the low academic achievement of the school. As we see the problem, it begins in Term One of Year 9 where half of all incoming students are two years or more behind in literacy and numeracy. Many of these students never catch up. The school has responded by moving away from external assessments and towards unit standards. The result has been a decline in the proportion of Year 13 students who are awarded UE. The current figure is 12.1%, compared to 77% at Avondale College and 93% at Liston College.

We have consulted widely. The feedback is that we must preserve the "brotherhood" and the success in rugby. The trick is to leverage academic success off these.

The key surface changes the school will see next year, should the conversion be approved, are

- A narrowing of the curriculum. Students will study 5 subjects at all year levels. In Years 9 and 10, English, Maths, Science, and Health/PE will be compulsory. Students will select one additional option to study for the whole year. At senior levels there will be no mainstream unit-standard assessed courses.
- The timetable will be coherent. All line 1 courses will be taught at the same time, as will all courses in lines 2, 3, 4, and 5. This will allow students to study at multiple year levels. A Year 11 student could choose Level 2 maths with calculus

as his Line 2 subject, and Level 2 Physics as his Line 3 subject for example.

- An increased emphasis on career counselling that ensures students are on a pathway to their desired career. This will be their “why” for entering the classroom. We see a large number of students making changes to their course selections in January.
- A January “summer school”. where perhaps old boys or senior students will be employed (say 10 for a budget of \$5K each) to supervise students’ learning at the summer school operated by Te Kura, the correspondence school. The students themselves, or at least some of them, would be employed for the equivalent of two days a week on maintenance tasks around the school, such as painting. Food would be provided and we anticipate one trip a week e.g. swimming. We see this as an opportunity for some boys to complete an NCEA level or UE and for others to “accelerate”.
- Preparation for a small group of Year 11 2026 students to enter the Cambridge AS mathematics exam in 2027 and Cambridge mathematics and physics ‘A’ levels in 2028. These entries would be as private students with Wentworth as the examination centre. The school may or may not move towards a dual qualification pathway.

We value any feedback you might have, and Siaosi would welcome the opportunity to meet.

Yours sincerely

James Cherrington-Thomas

Appendix 3 - Staff Responses

Includes anonymised teacher and support-staff replies (27 total), demonstrating transparency and recording positions of opposition or neutrality.

Teachers of English

Re: Proposed Conversion of KBHS to a charter school

 From **9(2)(a)** on 2025-10-21 15:17
 [Details](#)  [Headers](#)  [Plain text](#)

Kia ora James,

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

Re: Conversion of KBHS to a charter school

 From **9(2)(a)** on 2025-10-21 15:52
 [Details](#)  [Headers](#)  [Plain text](#)

Good Evening to Whom This May Concern,

Thank you for your e-mail.

I would ask you to direct any further correspondence regarding this matter to our kura's senior leadership team.

Please refrain from making any further contact with me, as I have only disdain for your organisation's proposal.

Yours truly,

9(2)(a) 

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-21 12:54
Details Headers Plain text

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-21 14:52
Details Headers Plain text

Kia ora James,

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-21 14:35
Details Headers Plain text

Fakaalofa lahi atu James,

Thank you for your email.

I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal.

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-21 17:58

[Details](#) [Headers](#) [Plain text](#)

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 10:15

[Details](#) [Headers](#) [Plain text](#)

"Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal. Ngā mihi"

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-21 17:21

[Details](#) [Headers](#) [Plain text](#)

Hi Mr. James Cherrington-Thomas

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-21 19:05

[Details](#) [Headers](#) [Plain text](#)

Dear James,

Thank you for your email, I would ask you to please direct any questions you have about the school to our senior leadership team.

Please refrain from contacting me further regarding your plan to convert our school to a charter school.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 10:48

[Details](#) [Headers](#) [Plain text](#)

Thank you for your email,

I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 06:42

[Details](#) [Headers](#) [Plain text](#)

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team.

Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal.

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-21 17:54
[Details](#) [Headers](#) [Plain text](#)

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-21 18:09
[Details](#) [Headers](#) [Plain text](#)

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-22 07:16
[Details](#) [Headers](#) [Plain text](#)

Talofa Lava

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school

From 9(2)(a) on 2025-10-22 13:28
[Details](#) [Headers](#) [Plain text](#)

Ngā mihi for your email, I would ask you to please direct any pātai you have about the kura to our kaiwhakahaere, Senior Leadership. Please refrain from contacting me further regarding any plans to convert our kura to a charter school, as I do not tautoko this kaupapa.

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 07:11

[Details](#) [Headers](#) [Plain text](#)

Kia ora,

Tēnā koe I tō whakapā mai. Kia mōhio mai koe, otirā, koutou, tino kore nei au e whakaae, e tautoko rānei i tēnei o ngā kaupapa.

Tēnā, me he pātai ā koutou, tukuna ki ngā mema o te SLT. Kaua hoki e whakapā mai anō ki au. Waiho taku kura, waiho.

Kāti ake I konei, kia tau ko ngā tauwhirotanga a Te Wāhi Ngaro ki a tātou.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 09:37

[Details](#) [Headers](#) [Plain text](#)

Sir

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 13:57

[Details](#) [Headers](#) [Plain text](#)

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal. Ngā mihi"

9(2)(a)

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 12:16

 Details  Headers  Plain text

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 09:38

 Details  Headers  Plain text

Fakaalofa lahi atu,

thank you for your email.

I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 10:38

 Details  Headers  Plain text

Afternoon James, thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school

 From  on 2025-10-22 12:10
 Details  Headers  Plain text

Thank you for your email,

Please direct any questions you have about the Kura to our senior leadership team.

Please refrain from contacting me further regarding your plans to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school

 From  on 2025-10-22 07:49
 Details  Headers  Plain text

Kia ora James,

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school

 From  on 2025-10-22 07:07
 Details  Headers  Plain text

Please cease from emailing me concerning your proposal to convert our amazing kura into a charter school. Direct any questions you may have to our SLT. I am fully supportive of the achievements and direction of our school. Do not contact me again.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 07:41

 Details  Headers  Plain text

Kia ora James

Thank you for your email,

I would ask you to please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our amazing school to a charter school, as I do not support this proposal.

Re: Proposed Conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 08:35

 Details  Headers  Plain text

Thank you for your email. Please direct any questions you have about the kura to our senior leadership team. Please refrain from contacting me further regarding your plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 09:31

 Details  Headers  Plain text

Hi James,

Thank you for your email, I would ask you to please direct any questions you have about the kura to our senior leadership team.

Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



From 9(2)(a) on 2025-10-22 14:17

 Details  Headers  Plain text

Kia ora Mr Cherrington-Thomas

Thank you for your email. I respectfully ask that you refrain from contacting me further regarding your proposal to convert Kelston Boys' High School into a charter school, as I do not support this initiative. Please direct any future correspondence about the kura to our senior leadership team.

9(2)(a)

Re: Proposed conversion of KBHS to a charter school



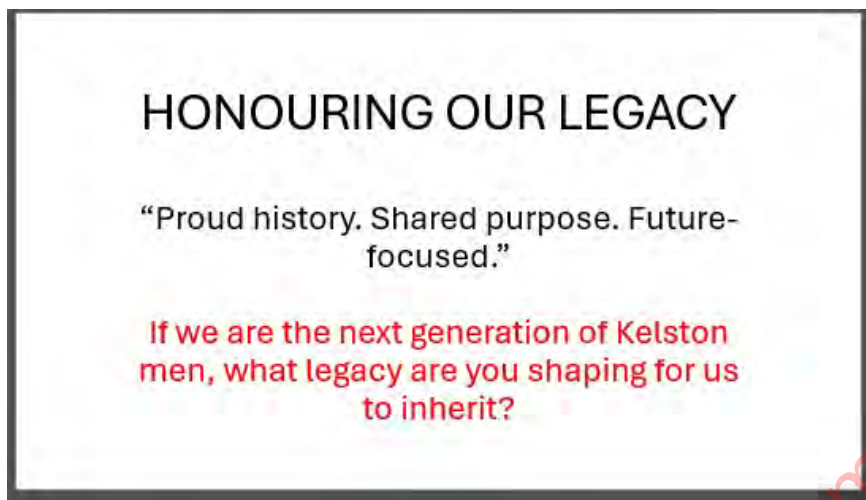
From 9(2)(a) on 2025-10-22 07:35

 Details  Headers  Plain text

Thank you for your email, I would ask you to please direct any questions you have about our school to our senior leadership team. Please refrain from contacting me further regarding you plan to convert our school to a charter school, as I do not support this proposal.

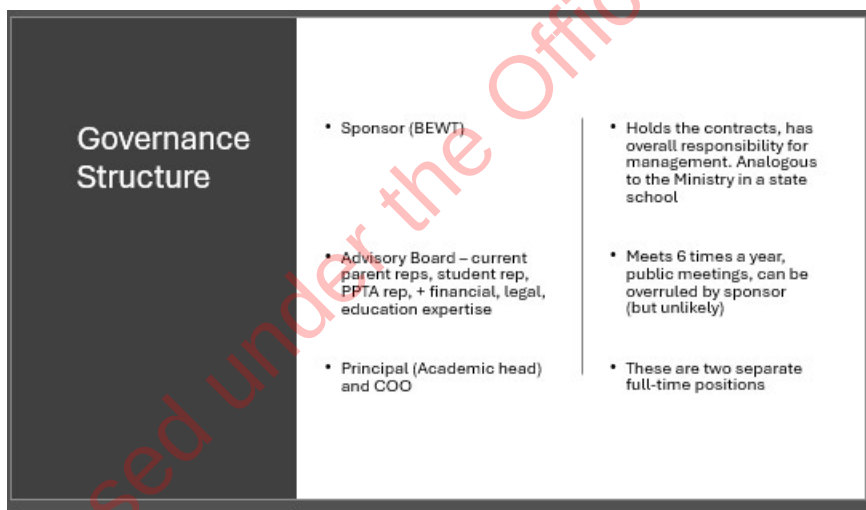
Appendix 4 - Board Presentation Slides (3 November 2025)

PowerPoint deck summarising proposal intent, academic rationale, and projected achievement targets (30% UE within 3 years; 50% within 5 years).



Slide notes: Kia ora koutou, malo e lelei, talofa lava. Thanks for inviting me to present to you this evening. Before I begin, can I please get a show of hands as to those who currently, or have had a son at Kelston Boys, please?

This 10 minutes presentation has the challenge of what to leave out, rather than put in.



Slide notes: The big governance change with a charter school is that an Advisory Board replaces the Board. Essentially, we are saying that the existing Board remains, but expertise is added to it. We also believe the current Board urgently needs a set of skills to develop a quantitative strategic plan, develop annual priorities, and create a budget that resources the achievement of those annual priorities. At an operational level with a charter school, the principal becomes the academic leader. Their focus is on meeting the student achievement KPIs set by the sponsor and Advisory Board. There is a second person alongside – a COO type role – high-level, executive and management leader, who looks after the non-academic side of the school (extracurricular, pastoral, property, discipline)

Why Convert?

- UE Award rate of 12.1% compared to 77% at Avondale and 93% at Liston
- Only 40% of Year 11 students achieve NCEA Level One
- Over half of Year 9 students are 2 yrs or more behind in literacy and numeracy when they start Term 1. Most never catch up.
- The current Board just doesn't have the competencies to challenge the SLT and teaching staff
- This will suddenly get a lot worse when NCEA is scrapped and replaced with a more demanding qualification.
- The Learner Support Centre is not an answer

Slide notes: Section 127(1) of the Education and Training Act will shortly be amended to read: "A board's paramount objective in governing a school is to ensure that every student at the school can attain their highest possible standard in educational achievement". The current Board, which is very new, has a mammoth task to drive the increased achievement required for the school to be compliant with the legislation, for example, a UE award rate of 70% or greater for Year 13 Pacific students. Did it ask how many students were at risk of not achieving their NCEA levels this year? What about UE? The school used to successfully operate a traffic light system which prioritised those in the 'red zone' and less so for the 'amber zone' and 'green zone' students. What does it do now?

Option 1 : Appoint a new principal and hope for the best

- We (I) have already tried that, and the UE award rate dropped from 29.8% to 12.1% over 6 years (but the school did very well at rugby)
- St Paul's appointed a new principal and the UE award rate jumped from 17% to 44% in one year, but they have not won the national secondary schools rugby league title since

Slide notes: OPTION 1 - IF THINGS DON'T CHANGE? This is the course the Board is likely to take if the school does not convert to a charter school. The UE award rate has declined every year since 2018. What will be done to arrest that decline?

Option 2: Take advantage of the flexibilities of the charter school model, some examples

- Narrow the curriculum.
- Increase the number of teacher aides – brotherhood.
- Ensure all students receive careers counselling and all are on their chosen career path.
- Redirect spending so all students have the correct uniform and access to a device.

Slide notes: OPTION 2 - IF THINGS CHANGE: Students at all year levels will study five subjects (Year 9s currently study the equivalent of up to 8 subjects). Reduce the options so that they have a chance to catch up on their literacy and numeracy shortfalls when they start at Kelston. Recognise the strong sense of brotherhood in the student body and empower older students to take responsibility for the attendance and achievement of younger students. For career direction, this ensures students have a "WHY" for attending school. Students who are undecided about their future career will be placed on a University Entrance track. That should be the default position. Unit standard assessed courses that are not aligned with a career path will not be taught. Why should they? Invite a member of the PPTA to the Advisory Board. We are determined to involve them as a key stakeholder, and will invite them to the talanoa.

Where is the money going?

- KBHS is not underfunded. It receives the same per student funding as Liston and Avondale.
- KBHS won't receive any more funding as a charter school.
- Who controls spending at the moment? It doesn't seem to be the Board.
- As a charter school we will ensure all students have access to a device.
- As a charter school we will ensure that all students have full uniform and stationery.
- That will mean spending cuts in some areas as the school does not operate in surplus consistently.

Slide notes: THIS QUESTION HAS A DIRECT AND SIGNIFICANT RELATIONSHIP TO HIGH ACADEMIC ACHIEVEMENT RATES! Together with academic achievement, this is a major reason for conversion. The school needs to be more transparent about its finances. The last financial statements on the school website are for 2023. The school's strategic plan

does not generate a business plan, and spending decisions are not related to priorities in the business plan.

We note having looked quickly at the 2024 financial statements, some initial observations of spending out of the operational grant:

- Over \$2.1 million of the school's operational funding in the 'cash flow financial statement' was under 'employee cash flow wages', and I wondered why that expense was so large.
- Also, that same 'cash flow wages' line for 2024 was an increase of that same cost, of over \$400K from the 2023 financial statements, and it would be good to know how that was spent.
- The next biggest expense was \$1 million on property expenses, leaving little for operational spending.

We would like to know:

- What impression does the current Board have of this year's business plan?
- Has the Board developed a business plan for 2026 yet? (It is November now)?
- What input will the Board have on the 2026 budget?

As a charter school, we would address these key strategic questions with the utmost urgency. As a BYOD school, we will prioritise devices for students. The 2024 annual report reports that most students do not bring their devices. We would enable that. Other costs, too, like having access to uniforms and stationery. These are costs and potential barriers directly affecting academic achievement that we would like to overcome.

We will also look to employ 12-15 FTE old boys (students within the last 5 years) as teacher aides to keep junior students on task, and maintain the integrity of the kaupapa of Kelston's brotherhood.

These are some quite big changes in spending priorities, where we would like to bring in the expertise to keep what's most important on top.

RESETTING THE NARRATIVE

“Re-imagining Success for Our Young Men.”

Will you help us build a school that believes in who we can be, not just what the data says we are?

Slide notes: And now, ‘Resetting the Narrative’ – each slide has a PROVOCATION QUESTION prompt, in red, that perhaps the boy’s and their whānau may wish to ask). For too long, the story of Kelston has been told through data and deficit, through what’s missing, not what’s possible. But every young man who walks through the gates brings potential, pride, and promise. Our challenge is to reset the narrative, to build an environment where achievement, belonging, and high expectations are part of everyday life. This is about being solution-focused. It’s about rewriting the story, a story that says our boys can succeed and will thrive.

RESPECTING THE JOURNEY

“Proud of the Past. Courageous for the Future.”

Will you help us build a school that believes in who we can be, not just what the data says we are?

Slide notes: Kelston’s story runs deep, through sport, service, and community. The brotherhood here is something special. My own boys “K’s never come down!”

We honour that legacy. The proposal builds on it, through a tuakana-teina approach, where older boys lift younger ones and take responsibility for each other’s learning and wellbeing.

That’s the Kelston way. We simply want to give that brotherhood more purpose – to turn pride into progress.

WHY EXPLORE CHANGE

“The Need for a New Pathway.”

How many more of us need to miss out
before we're brave enough to change
what's not working?

Slide notes: The truth is simple. Too many of our boys are leaving without the qualifications or confidence they deserve. This isn't about blame. It's about courage, to acknowledge what's not working and the vision to create something that does. The proposal says: "Now is the right time for Kelston." This is our moment to design a new pathway, one that connects learning with identity, pride, and purpose.

WHAT THE CHARTER MODEL OFFERS

“Freedom to Focus. Accountability to
Deliver.”

If you gave us the freedom to learn in
ways that make sense for us, how far
could we go?

Slide notes: The charter model gives us freedom, not to do whatever we like, but to do what works. It allows us to design learning that fits our boys' lives, supported by clear expectations and measurable results. It means:

- A modern curriculum linking sport, business, culture, and real-world pathways.
- Flexible timetables that recognise family and work commitments.
- Teacher development to deliver future-focused learning.
- A tuakana-teina culture that makes leadership part of every boy's journey.

These are not experiments, they're tools for transformation.

COMMUNITY & GOVERNANCE

“A Stronger Voice for Whānau and Community.”

When will our voices, as students and whānau, truly help shape the decisions that shape our futures?

Slide notes: The new model strengthens community voice. This is a big win-win. It brings parents, students, and staff together with experts in education, finance, and law, a mix of lived experience and professional skill. This is about partnership. It's about decisions made with our community, not for them. The Authorisation Board's standards are clear: transparency, accountability, and performance. We welcome that. That's how trust is built, and how communities stay connected to their school.

THE HEART OF IT

“Uplift our Boys. Uplift Our Community.”

If every Kelston boy could see what we see in him, what kind of community could we become?

Slide notes: At the heart of this is one simple truth, when our boys rise, their families rise, and so does the community. The proposal captures Kelston's character beautifully:

“Kelston Boys' High School promotes academic, sporting, and cultural excellence through the brotherhood of its students.” That's the promise. Our job is to make sure that promise is felt in every classroom, every whānau, every future story told about this kura.

TOGETHER WE RISE

“Uplift our Boys. Uplift Our Community.
Build a CULTURE OF HOPE.”

What promise will you make, and keep,
to us, the boys and whānau who trust
you with our future?

Slide notes: And finally, thank you for your time, your trust, and your continued care for the future of this kura. We need to build a CULTURE OF HOPE! Whatever happens next, we stay united in purpose: to give every Kelston boy the chance to thrive. This kaupapa is about partnership, standing together, lifting together, and believing together. Together, we rise.

[END OF PRESENTATION]

Appendix 5 - Supporting Agency Feedback

Superintendent of the NZ Police, National Office, and a Senior Inspector from Counties-Manukau have visited the sponsor's Hub in New Lynn. One of the topics discussed was violence at Kelston Boys' High School.

We have met with the acting national manager, Youth Justice North, for Oranga Tamariki, and the head of the Auckland office. Both have visited the sponsor's premises in New Lynn. Both were impressed by the youth service offered by the sponsor.

We have positive links with MSD, and the Director, Pacific, has visited our Hub in New Lynn.

Released under the Official Information Act 1982

Conclusion

The consultation undertaken by Bangerz Education and Wellbeing Trust has been extensive, genuine, and informed by principles of transparency, fairness, and responsiveness.

Despite a challenging communication environment, the sponsor has fulfilled its obligations under s212I of the Education and Training Act 2020. The process provided all relevant parties with information, a reasonable time to respond, and genuine consideration of their views.

The sponsor remains committed to working collaboratively with the Kelston Boys High School community to ensure that every student is supported to achieve success, academically, culturally, and personally.

Prepared by Siaosi Gavet (Applicant) Bangerz Education and Wellbeing Trust (Sponsor)

4 November 2025



Charter School Authorisation Board
Te Poari Whakamana Kura Hourua

Board Paper

Title:	Bangerz Education and Wellbeing Trust Update
Date:	11 November 2025
Approver / Sponsor:	Juliette Hayes, Head of Performance and Monitoring
Author/s:	9(2)(a) Outreach Lead
Security:	IN CONFIDENCE – RELEASE EXTERNAL

Purpose

1. The purpose of this paper is to provide and update for the Board on the status of the Bangerz Education and Wellbeing Trust application, consultation and community feedback.

Recommendations

2. It is recommended that the Board:
 - **Endorse** the consultation plan to complete the Authorisation Board consultation activities.
 - **Indicate** any further consultation activity that the Board wishes to undertake.

Interview

3. The Authorisation Board interview with the sponsor took place on **14 October 2025** during the last Board meeting. The interview focused on governance capability, educational vision, and operational readiness. Board members used the approved question set and assessment criteria to test alignment with the charter school model. The sponsor responded to questions about their proposal, school context, and transition planning. The interview complemented written application materials and consultation feedback and informed the Board's assurance and decision-making process.

Sponsor Consultation

4. Bangerz has completed its consultation report. A link to the consultation will be provided for Board reference. The sponsor undertook consultation activities with

Kelston Boys' High School staff, students, parents, alumni, and the wider community. These included online surveys, in-person meetings, and targeted outreach. The consultation report indicates strong support from parents and alumni, mixed staff views, and a school board vote of 7–1 against. The sponsor acknowledged concerns raised and provided clarifications during the consultation period.

5. Bangerz has completed its consultation report. A link to the consultation will be provided for Board reference.

Bangerz Education and Wellbeing Trust Timeline

6. The following timeline outlines key milestones in the Bangerz Education and Wellbeing Trust authorisation process, from initial expression of interest through to consultation and potential next steps.

Date	Activity
August 2025:	EOI received
September 2025:	Support partner allocated; written application received; panel moderation and SME input completed; Board interview preps underway; decision paper and interview template developed.
October 2025:	• 10 Oct: Online meeting with Bangerz (risks, interview). • 13 Oct: KBHS contacts Agency. • 14 Oct: Authorisation Board interview. • 16 Oct: Email to KBHS confirming application received.
November 2025:	• 5 Nov: MOE and ERO views due. • 11 Nov: Authorisation Board meeting – decision to proceed to consultation.
Upcoming:	• 12–17 Nov: Online survey opens. • 18–20 Nov: Authorisation Board-led consultation activities • 10–15 Dec: Online survey closes. • Board meeting to consider consultation report and next steps. • If approved, contract negotiations begin, or further information gathered. • If declined, application debrief meetings to begin.

Authorisation Board Consultation

7. Statutory consultation under section 212I will be undertaken to test community understanding and sentiment.

The Authorisation Board will lead the consultation, engaging with targeted stakeholder groups.

8. The consultation will also be open to individuals who identify as part of the school community.

Stakeholders include: students, staff, parents/whānau, and the school board.

Key dates are as follows:

- The online survey will open from **12 to 17 November 2025**.
- In-person meetings will be held between **18 and 20 November 2025**. These meetings will involve the principal, staff, students, school board, sponsor, and members of the wider community.
- A consultation update will be provided to the Authorisation Board on **9 December 2025**.

Consultation activities will include:

- Promotion of meetings through the school newsletter, app, website, and letters.
- Feedback collection via the CSA survey, verbal input during meetings, and email submissions.
- The online survey will remain open for a period of one to two weeks.

Summary of feedback to date

9. **Bangerz Education and Wellbeing Trust** conducted consultation with Kelston Boys' High School stakeholders including staff, students, parents, alumni, and the wider community. The consultation involved online surveys, in-person meetings, and targeted outreach. Feedback showed:

- Strong support from parents and alumni, particularly for the sponsor's vision and proposed innovations who responded.
- Mixed staff views, with concerns about employment conditions, union coverage, and transition support.
- School Board opposition, with a 7–1 vote against the proposal, influenced by concerns about governance, sporting eligibility, and misinformation.
- The sponsor responded to concerns during consultation, clarified governance arrangements, and committed to maintaining current staffing ratios and student support structures.

Correspondence received

10. During and the consultation period, the Charter School Agency received multiple emails from stakeholders.

11. The tone of the correspondence was mixed, with some submissions expressing strong support and others raising concerns or opposition.

12. Supportive feedback included:

- Endorsements of the sponsor's vision and commitment to student wellbeing.
- Positive reflections on the proposed innovations and flexibility.
- Appreciation for the sponsor's responsiveness throughout the consultation process.

13. Concerns raised included:

- Perceptions that the process was rushed or lacked transparency.
- Questions regarding governance, accountability, and the role of the school board.
- Staff concerns about employment conditions and union representation.
- Student-led opposition, including a petition with over 200 signatures against the conversion.
- Questions about sensitive information being discoverable in documents published by BWET on their website.

14. All feedback has been collated and is provided in the Correspondence folder for the Authorisation Board's consideration alongside the formal consultation report.

Media reporting

The application by Bangerz Education and Wellbeing Trust has attracted public attention, with coverage in mainstream media and active engagement across social media platforms.

Examples of media reporting include:

- [Unpacking the 'hostile takeover' bid for Kelston Boys' High School | The Spinoff](#)
- [Why Kelston Boys could be turned into a charter school without the school's approval | RNZ News](#)
- [Auckland school board comes out in opposition to charter school takeover | Stuff](#)
- [Kelston Boys' High School faces charter school takeover bid by community group Bewt - NZ Herald](#)
- [RNZ: Bid to turn Kelston Boys' High School into charter school not endorsed by principal \[rnz.co.nz\]](#)
- [Stuff: Prominent Auckland state school being targeted for charter school takeover \[stuff.co.nz\]](#)
- [Waatea News: Kelston Boys High Faces Charter School Bid, Sparks Political Clash \[waateanews.com\]](#)
- [CPAG: Stands with Kelston Boys amid attempted charter school takeover \[cpag.org.nz\]](#)