

## Application form for new schools

### Instructions for applicants

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

#### What you will need to provide

1. A written response to our assessment criteria in this document.
2. Adhere to the page limits and 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 must be submitted electronically through the GETS e-Tender box function no later than midday; 12:00pm, 16 May 2025.
2. Please plan accordingly to allow sufficient time for the upload to complete before the application deadline. If you do encounter technical issues when you are submitting, please contact the applications team at [applications@charterschools.govt.nz](mailto:applications@charterschools.govt.nz).
3. Applications not submitted by the deadline time and date may be excluded from assessment at the discretion of the Charter School Agency.
4. 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.

Your application response is limited to 50 A4 pages (25 sheets) including all appendices, cover pages, contents pages and blank pages but excluding CVs for Key Personnel, which are limited to one A4 page (one side of a sheet) each. The font size will be limited to no smaller than Arial size 10.

If you exceed the page limit, we will contact you to re-supply the document within the specified page limit. If you are unable to re-supply the document, the additional pages will be removed and will not be considered in the assessment.

### Purpose and contribution

The requirements for this section are to demonstrate what drives the sponsor to establish their charter school and what impact and contribution the school will have on its students and the wider school network.

#### Purpose

1. **What is your vision for education at your school and how does it relate to supporting young people?**

Our vision at Aotearoa Infinite Academy is three fold:

1. Create a world where geography, learning preferences and income does not determine a student's future.
2. Focus on whole-student growth, putting student wellbeing, purpose, and connection at the center.
3. Build the educational ecosystem for the 22nd century.

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This new Charter School directly aligns to our vision.

Our new school will cater to students from a range of backgrounds, including those who may not have thrived at their local school. This could be due to:

- Local schools not meeting students' aspirations
- A lack of strong academic focus
- Limited access to neuro-affirming practices
- No local access to a secondary school
- The need for greater flexibility (e.g. in the Arts or sports)

Aotearoa Infinite Academy's online learning model will address these challenges through:

- A combination of local and international curriculum, offering students greater choice and access to more aspirational academic pathways
- Live teaching, pastoral care focus, and flexible online tools that support learners with personalised care
- A fully virtual model that connects students and teachers across New Zealand
- A flexible timetable that allows students to balance learning with external pursuits

We offer a unique educational model that is a needed and significant change from the traditional approach to schooling. In many traditional schools, students learn in classrooms of 25 or more peers and are taught through standardised methodologies that may not suit all learning styles. Our model involves students studying in smaller virtual classrooms (15-20) and learning at a level that matches their subject-specific ability - not age. Learning in this virtual environment with peers nationwide also enables like-minded students to connect and build friendships based on shared interests and not only geographic proximity. This is less common in traditional school settings which are often limited by location, age-specific groupings and an assumption that learning and social connections are a deliberate part of school life.

Aotearoa Infinite Academy will operate as school, leveraging our experience from operating the private online school Crimson Global Academy (CGA), alongside the recent acquisitions of Mt Hobson Academy and AGE School, which bring valuable local expertise in NCEA and the practical experience of running physical school environments in New Zealand. Our approach is informed by research from our global team and grounded in practical experience across New Zealand and international contexts. Today CGA attracts ambitious students whose families are in the fortunate position where they have the means to cover private school tuition. If approved, Aotearoa Infinite Academy will open these same opportunities to a broader group of students by removing financial barriers. By making high-quality online education accessible to all, we hope to re-engage students who may have lost confidence or become disengaged in traditional schooling environments. Drawing on our experience at Mt Hobson Academy (MHA), we understand how to re-engage students who have been underserved or overlooked. Our teachers have a proven track record of reigniting a love of learning, building trust, and helping students grow into their potential. Whether a student is university-bound, exploring apprenticeships, or still finding their path, they will be guided by expert teachers and a flexible, future-focused programme that equips them for success, wherever life takes them.

Our educational philosophy is centered around deliberate, relational teaching and student engagement. We emphasise critical thinking, creativity, and building strong learning habits. Our teachers will guide students through robust and challenging curricula, encourage exploration, and ensure that every student feels seen, heard, valued and understood.

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We will use the NCEA curriculum framework in Years 12–13 and Pearson’s Edexcel Lower Secondary and International GCSE curriculum in Years 9–11. Both have been chosen for their flexibility and capacity to support personalised learning pathways. While the Pearson Edexcel framework offers strong international foundations, we will localise delivery by weaving in New Zealand texts, topics, and cultural contexts—particularly in English and Social Sciences—ensuring that students see themselves, their culture and their own environment reflected in what they learn. This balance of global and local curriculum is paired with a strong focus on excellence in core subjects such as English, Mathematics, Science, and Social Sciences. Technology and digital tools will further enrich the experience, connecting students with international perspectives while building transferable skills for life beyond the classroom.

## 2. What motivates you to establish this school as sponsor?

Aotearoa Infinite Academy’s motivation to open a charter school is grounded in our history, our belief in the potential for innovation in education, and our commitment to expanding access and choice for families across New Zealand—drawing on the proven success of our private online school model over the past five years and the experience of Mt Hobson Academy and its NZQA partnership.

Our journey began here in New Zealand. Crimson Global Academy (CGA) was founded to provide ambitious Kiwi students with a world-class education, and since then, CGA has grown to serve over 2,000 students across 60 countries. Despite this global success, our roots — and our sense of responsibility — remain firmly in Aotearoa.

We have seen firsthand the disparity in outcomes across different parts of New Zealand:

- According to the Office of the Auditor-General, students at low-decile schools achieve University Entrance at less than half the rate of those at high-decile schools.<sup>1</sup>
- Declining literacy and numeracy outcomes among Year 8 students.<sup>2 3</sup>
- Regular attendance rates falling below 53% nationally.<sup>4</sup>
- Thousands of students are missing out on the chance to reach their potential because of where they live or their circumstances, and because there are a growing number of young people who have learning preferences or needs that can no longer be met in the traditional school systems and cultures found in onsite schools.<sup>5</sup>

At Crimson Global Academy, we have already shown what is possible when these barriers are removed. New Zealand students at CGA have achieved outstanding academic results, secured places at the world’s top universities, and maintained attendance rates over 30 percentage points higher than the national average. But CGA’s private tuition model inevitably limited who could access it. We have always known that a broader solution would be needed to reach the families who could benefit most. With the introduction of the new Charter School policy we immediately saw the opportunity to bring this proven model to a wider cross-section of New Zealand.

Aotearoa Infinite Academy’s goal is clear and urgent:

<sup>1</sup>[Ministry of Education: Promoting equitable educational outcomes](#)

<sup>2</sup><https://www.beehive.govt.nz/release/government-transforms-maths-education>

<sup>3</sup><https://theeducationhub.org.nz/the-state-of-literacy-how-bad-are-things-and-why-does-it-matter>

<sup>4</sup><https://web-assets.education.govt.nz/s3fs-public/2025-02/1339202%20Release%20of%20attendance%20data%20for%20Term%203%202024.pdf>

<sup>5</sup>[Missing Out: Why Aren’t Our Children Going to School?](#)

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- To provide a high-quality schooling option for students who otherwise lack access due to financial and geographical constraints, or because the traditional classroom isn't the right fit for their learning style, pace, or aspirations.
- To build a supportive, aspirational, safe, responsive and flexible learning environment where every student has the opportunity to reach their full potential.
- And to create options for young New Zealanders that open doors — to universities, to careers, and to futures they can be proud of.

### 3. What are the key educational features of your proposed charter school | kura hourua including (but not limited to):

- **Secondary qualification system (if applicable)**
- **Cultural approaches (bilingualism etc)**
- **Curriculum approach**

#### *The key educational features at Aotearoa Infinite Academy are as follows:*

- We offer a structured academic pathway from Year 9 to Year 13. Students will progress through Year 9, 10, 11 based on Pearson Edexcel's Lower Secondary and International GCSE curriculum, followed by NCEA Levels 2 and 3, aligning with New Zealand's national secondary qualification system.
- Instruction is based on ability rather than age, ensuring students are challenged appropriately and supported where needed.
- Live, teacher-led classes where students are expected to have cameras on and actively engage during lessons — creating accountability, fostering stronger teacher–student relationships, and ensuring every learner is seen, heard, and supported in real time. Based on our experience, this structure results in higher engagement, more personalised feedback, and a stronger sense of connection than is typically possible in traditional classrooms.
- AIA innovative approach resides in offering a blended model where students have access to core content delivery in lecture-style classes, whilst also offering personalised and interactive learning through small group classes.
- Aotearoa Infinite Academy is committed to creating a safe, inclusive environment for all students. Our model supports neurodiverse learners and affirms students of diverse gender and sexual identities, ensuring every student feels seen, respected, and supported. Weekly form classes and assemblies are built into the timetable to foster connection, belonging, and emotional wellbeing.
- Learning is supported through AI-enhanced revision tools, virtual classrooms, real-time parental access to attendance and assessment submissions, and a gamified house points system to drive engagement and motivation.

#### **Curriculum approach**

At Aotearoa Infinite Academy, students progress through a carefully designed curriculum pathway that begins with the Pearson Edexcel programme in Years 9–11 and transitions into NCEA Levels 2 and 3 in Years 12 and 13. The knowledge-rich nature of Pearson Edexcel provides a strong foundation in subject mastery, critical thinking, and academic writing, equipping students with the core competencies required for success in senior years. This alignment ensures a seamless academic transition, with students well prepared for the increased independence and rigour of NCEA Levels 2 and 3.

In Years 9 and 10, students follow the Pearson Edexcel Lower Secondary Curriculum, which builds strong knowledge-based foundations across core subjects while allowing for exploration and confidence-building. These years are designed to nurture higher-order thinking skills — including analysis, reflection, and

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problem solving — preparing students to engage critically with more advanced material as they progress. Students also take Learning for Life, a subject focused on study habits, digital literacy, wellbeing, and personal growth. As part of preparation for NCEA, all students will sit the Literacy and Numeracy co-requisite examinations, and AIA will ensure access to approved physical venues through local partnerships so students can complete these assessments as required.

In Year 11, students begin to specialise through International GCSEs (IG), gaining subject mastery and developing the metacognitive skills needed to become assessment-capable, independent learners. This structured, globally benchmarked programme offers consistency and academic rigour, providing a launchpad for NCEA Level 2 by addressing the increased difficulty between NCEA Level 1 and Level 2, that some students struggle with. IG qualification provides international flexibility and wider recognition: while AIA continues into the NCEA pathway, students retain agency to pursue A Levels externally if they wish.

In Years 12 and 13, students transition into the NCEA qualification framework, where they continue subject learning while also developing transferable skills such as research, analysis, and communication. NCEA offers flexibility and breadth, allowing students to align their studies with future goals, whether that's university, apprenticeships, or other career pathways. This progression ensures every student builds both the academic capability and the personal readiness to succeed beyond school.

Our curriculum is strengthened by academic and pastoral support systems, underpinned by deep community expertise to ensure every learner is guided, supported, and connected throughout their journey.

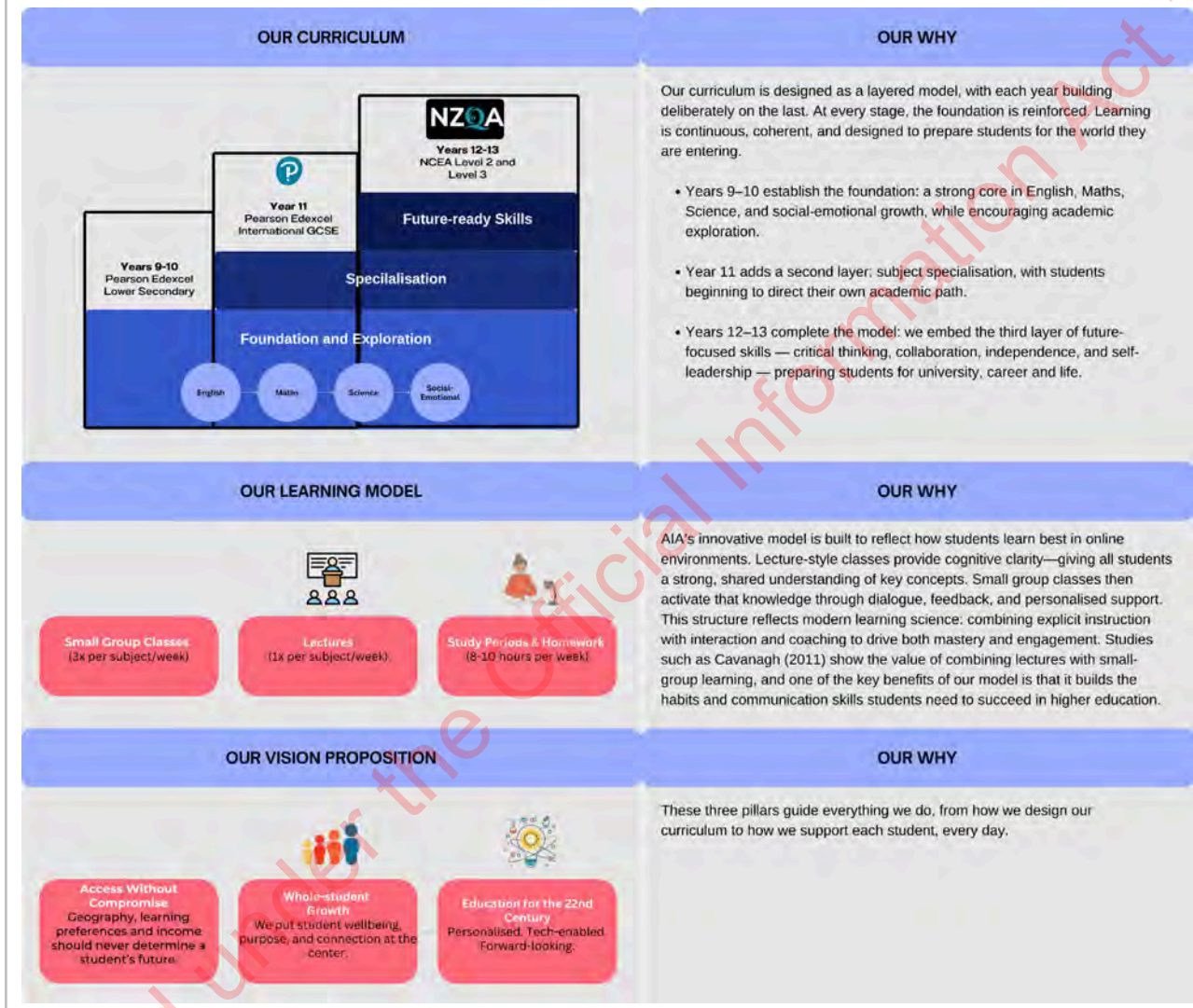
### Example Timetable:

**Sample Level 2 Timetable**

TIME	MON	TUES	WED	THURS	FRI
8:00 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30 AM	English (Lecture)	Biology (Lecture)	Business (Lecture)	Maths (Lecture)	Geography (Lecture)
9:00 AM					
9:30 AM	Maths (Small Group)	Geography (Small Group)	English (Small Group)	Biology (Small Group)	Business (Small Group)
10:00 AM					
10:30 AM	Break	Break	Break	Break	Break
11:00 AM	Study Period	Study Period	Study Period	Study Period	Study Period
11:30 AM					
12:00 PM	Biology (Small Group)	Business (Small Group)	Maths (Small Group)	Geography (Small Group)	English (Small Group)
12:30 PM					
1:00 PM	Lunch	Lunch	Lunch	Lunch	Lunch
1:30 PM	Form Time	Study Period	Study Period	Study Period	Assembly
2:00 PM	Geography (Small Group)	English (Small Group)	Biology (Small Group)	Business (Small Group)	Maths (Small Group)
2:30 PM					
3:00 PM					

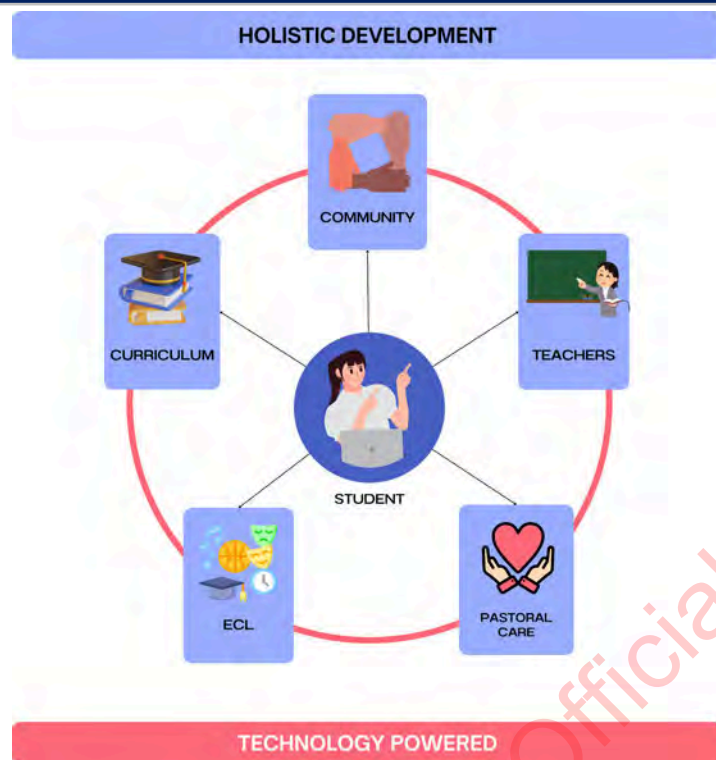
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### 4. Why is this important for the community (including communities of interest)?

The establishment of Aotearoa Infinite Academy is important for the community as a whole as it addresses the growing need for alternative learning modes (backed by 2023 data showing the highest rate of students leaving school before age 17 in over a decade.)<sup>6</sup>. As explained below, Aotearoa Infinite Academy and its educational aspirations are especially important for particular communities of interest, including academically ambitious students, homeschooled students, those living in rural and remote areas, neurodivergent students, semi-professional athletes, and students seeking a stronger academic focus.

One significant community of interest is home-schoolers, whose numbers increased from 7,749 in 2021 to 10,899 in 2022 — a 40.6% year-over-year growth. This trend held steady with 10,777 students in 2023 and 10,757 in 2024.<sup>7</sup> This rise highlights a substantial demand for modes of education beyond traditional schooling. Our school intends to provide these students with access to a globally recognised early secondary programme (Year 9, 10 and 11 through Pearson Edexcel) followed by NCEA qualifications, taught by experienced teachers in a structured, academically focused environment, with the opportunity to connect with like-minded peers.

Although every decision to homeschool is unique, some reports<sup>8</sup> credit the rise in homeschooling to bullying, an increase in class sizes or a lack of faith in the traditional education system. There are also parents who opt to homeschool their children because they are geographically isolated, or want to spend

<sup>6</sup>Sliding education levels continue in latest school-leaver data: more and more students leaving school before turning 17 - NZ Herald

<sup>7</sup> <https://www.educationcounts.govt.nz/statistics/homeschooling>

<sup>8</sup>The changing face of home education in New Zealand

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extended periods of time travelling. These trends, noted in 2020, have continued post-COVID, as confirmed by a 2023 NZ Herald article highlighting ongoing growth driven by similar concerns.<sup>9</sup>

Students located in rural and remote areas are another community of interest which Aotearoa Infinite Academy aims to reach given the unique challenges they face. Australian data shows these students can fall up to 1.5 years behind their urban peers in core subjects like STEM due to limited access to teachers and resources.<sup>10</sup> Aotearoa Infinite Academy is committed to bridging this divide by offering a robust online learning platform that delivers high-quality education directly to these underserved communities.

Our school will seek to support distance education students by offering an option for live teacher instruction, online, from home. Distance education students in New Zealand are those typically enrolled in Te Kura, who have experienced a steady decline in academic outcomes. University entrance rates for Te Kura leavers have dropped from 12.9% in 2019 to 6.7% in 2022, and the proportion of students with NCEA Level 3 has declined from 21.9% in 2019 to 15% in 2022.<sup>11</sup> In 2023 the downward trend continued—only 40.1% of Te Kura students achieved NCEA Level 2, down from 44.3% in 2022.<sup>12</sup>

Another community of interest is neurodivergent students, for whom our online platform offers a safe, adaptable environment. Through personalised technology tools and wraparound pastoral care, we ensure students receive both the academic accommodations and emotional support they need to thrive. Additionally, our platform offers a secure environment for students who have experienced social anxiety, bullying or other adverse situations in traditional schools.

For students pursuing athletics at a semi-professional level, the current schooling system lacks the flexibility needed to balance sports and academics. A tailored online educational program, accessible from their sports academy (for example, Wellington Phoenix, Auckland FC, Lavie Academy) or while travelling, provides an ideal solution enabling both academic and athletic pursuits. This flexibility also supports students pursuing arts or music at a professional level. Alongside the flexibility in timetable, being able to access classes while travelling for these pursuits, and not interrupting their education is critical.

Another important community of interest to consider includes students who can learn in the more typical learning environments, but find that their current school lacks aspiration and drive. These students attend what John Hattie refers to as “cruising schools”<sup>13</sup> – where students make less than a year of progress for each year of attendance. Hardworking and academically-driven students seeking a school that will help them progress will find that opportunity with Aotearoa Infinite Academy.

The recent OECD Survey on Drivers of Trust in Public Institutions – 2024 results indicate that only 55% of New Zealanders are satisfied with the education system, compared to the OECD average of 57% and Australia’s 71% – a difference that may be driven, in part, by greater school choice in Australia, where around 35% of students attend private schools, compared to just 11% in New Zealand.<sup>14</sup> This highlights a need for greater school choice in New Zealand. Aotearoa Infinite Academy will expand the options available to families nationwide, offering an innovative model that responds directly to what many students and parents are seeking.

<sup>9</sup>[The rise of homeschooling: Why thousands more children are being home-educated - NZ Herald](#)

<sup>10</sup> [Remote, rural and regional students - Department of Education, Australian Government](#)

<sup>11</sup> Ministry of Education (NZ), “Equity Index – NZ High School vs Achievement,” internal dataset, 2022

<sup>12</sup><https://www.educationcounts.govt.nz/find-school/school/qualifications/ncea-level-2?district=98&region=98&school=498>

<sup>13</sup> Hattie, John. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. routledge, 2008

<sup>14</sup>[How do public and private schools differ in OECD countries?](#)

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9(2)(b)(ii)

In some of these communities of interest, we understand that internet access may be an issue. Over the next three years, we plan to deepen our community engagement through partnerships with local groups to set up hybrid learning spaces across New Zealand (subject to appropriate supervision and safeguarding requirements). This will enable students to join our online classes from hybrid learning spaces such as libraries, sports clubs, churches, community centres, and marae. It is also feasible that large employers in the tech-industry could open up these learning spaces so that their employees' children can access our online school. In the first year, the CEO and Marketing and Partnership Manager will be responsible for enabling these learning spaces through partnerships, 9(2)(b)(ii)

**Contribution**

**5. How will this support parental choice or enhance the learning opportunity for families/whanau?**

In New Zealand, choice is more limited for students in communities of interest. As demonstrated by the below tables, the top-ranking schools (ranked by % of students obtaining university entrance) in New Zealand are typically private institutions located in the major centres. By offering a fully online learning mode, Aotearoa Infinite Academy provides parents with the choice of accessing high-quality education whilst overcoming financial and geographical barriers.

The top 30 New Zealand schools (ranked by % of students obtaining university entrance) are made up of:

Private	Designated Character	Integrated	State
22	1	6	1

The top 30 New Zealand schools are located in:

Auckland	Wellington	Christchurch	Dunedin	Havelock North	Napier
11	5	4	2	2	1
Hamilton	Masterton	Tauranga	Timaru	Tauranga	Palmerston North
1	1	1	1	1	1

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Below are examples which further highlight the disparity when it comes to educational choice:

- A student living on Mountain Road in Epsom, Auckland, could have easy geographic access to AGS, EGGs, ACG Parnell, St Cuthbert's College, Diocesan School for Girls, St Peter's College, King's College and AGGS.
- A student in Otorohanga could attend Otorohanga College or a boarding school (if the family has the means to do so).
- A student based on Great Barrier Island has access to state funded Year 1-8 schooling. However, as they progress to high school, they are no longer zoned for schooling and face limited options: they must either attend a boarding school, travel three hours for schooling on the mainland, or enrol in Te Kura.

Families with the financial ability often choose to send their children to boarding schools or relocate to areas with desirable school zones. Other families endure long commutes twice a day to access the level of education they believe will help their child(ren) excel.

### **6. How will the school positively impact its students and contribute to the wider school network / education sector?**

Aotearoa Infinite Academy aims to support New Zealand's educational outcomes by removing geographical, learning access and socio-economical barriers, ensuring that a student's success is not determined by where they live, their learning preferences or what their family can afford. We will provide students with access to structured, academically rigorous, and future-focused learning, regardless of whether they are in a major city, a rural community, or learning from home.

#### **Academic Outcomes**

We offer a clear and rigorous academic pathway from Years 9 to 13. Students begin with Pearson Edexcel's Lower Secondary Curriculum in Years 9–10, laying strong subject foundations and developing key learning habits. In Year 11, they progress into International GCSEs (IG), gaining subject mastery and assessment readiness. Senior students will complete NCEA Levels 2 and 3, sitting national external assessments. For students who excel early, we will offer scholarship-based access to Crimson Global Academy's A-Level programme, providing an internationally recognised senior qualification and the option for early university entrance if appropriate. We will also make provisions for students wishing to pursue the NCEA Scholarship examinations.

The goal is high achievement and strong preparation for tertiary study or chosen career path. All students will be supported by experienced, qualified teachers and have regular access to live classes, feedback, and targeted help when needed. We will also provide structured onboarding and device support to all of our students

#### **Holistic Development**

We are not focused solely on academic achievement. Our curriculum is designed to develop inquisitive, reflective thinkers who are confident communicators and capable of working independently. Digital tools are embedded throughout the learning experience, helping students build strong digital literacy skills essential for modern study and employment. We also place a strong emphasis on pastoral care and connection. Learners will have regular check-ins, access to mentors, and opportunities to engage in service, leadership, and community activities. To prevent isolation and foster meaningful connection in an online setting, we have a comprehensive social support framework. This includes:

- Form Time and weekly assemblies to create shared routines and space for discussion
- Clubs and student-led groups (e.g. art, STEM, debate, wellbeing)

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- Buddy systems that pair students across year levels
- Social days and regional meetups designed to bring students together offline
- Access to CGA Friends, a platform that (with consent and for students over 13) allows students to see and connect with others in their local area

Our systems are designed to create a safe, student-centered experience that blends structure with flexibility and connection. We've included examples of CGA's social life — including student videos and testimonials — in the appendix to demonstrate what this looks like in practice.

#### *Wider Sector Contribution*

Aotearoa Infinite Academy offers a new, credible model for how high-quality, teacher-led online education can work in New Zealand. We are not a content platform or a self-paced programme, but a fully staffed school, with a timetable, national and international qualifications, and qualified New Zealand teachers leading the learning. We will demonstrate that online learning can meet high academic standards while offering flexibility and access for families who need distance education. We expect our model to be particularly useful for students who don't have access to a suitable local school, or those whose life circumstances make traditional school difficult.

#### *Global Perspective and Citizenship*

Finally, our curriculum places strong emphasis on international perspectives. Students will engage with global issues, diverse viewpoints, and real-world challenges. The aim is to prepare them not just for exams, but to take part in a globally connected world as respectful collaborators, culturally aware citizens, and future leaders.

#### Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

#### Financial acuity

1. **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.**

Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

9(2)(b)(ii)

**5. Describe retention programs and professional development opportunities.**

We will retain our team by providing a highly engaging and rewarding work environment to ensure the continuity of academic staff for our students. This will be measured by annual staff engagement surveys, with specific action plans being put in place to ensure strengths are maintained and areas for improvement are worked on. To start with, these are some of the programmes we envisage:

**Work Environment**

- Buddy Systems: Pair new teachers with experienced teachers and encourage collaborative teaching practices and peer feedback.

## Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

- **Administrative Support:** Ensure adequate support from the operations team, including timely feedback and resources.
- **Communication:** Transparency and open communication through regular updates on the entire school's progress and outcomes. Easy tooling for peer-to-peer and teacher-to-student communication.

9(2)(b)(ii)

### **Flexibility**

- Options for flexible work schedules, and flexible work structures (i.e., part-time, full-time). Location can be fully remote or hybrid work options.

### **Community and Culture**

- Fostering an inclusive culture that values diversity and student outcomes. We will continue to foster this via regular engagement initiatives as highlighted in our engagement survey, and work in orientation to build strong team dynamics.

### **Professional Development**

- Alongside clear career progression pathways and annual performance reviews, we will run a yearly orientation and monthly professional development sessions aligned with the Teaching Council's Professional Growth Cycle.

### **Orientation:**

- We will run a comprehensive one-week in person orientation session in January 2026 and yearly from there for all instructional staff. This will include sessions on our school mission, vision, educational philosophy, curriculum, policies, culture, compliance, digital pedagogy, student engagement strategies in an online environment, student privacy and safeguarding. Orientation activities will also allow the team to get to know each other, and become familiar with all technology platforms including training on our Learning Management System (LMS) and all technology resources, curriculum and best practices for online instruction. This training will require an assessment and teachers will receive certification.

### **Ongoing Professional Development:**

Monthly training sessions throughout the school year, covering topics such as:

- Curriculum Understanding by Design, balancing asynchronous instruction with synchronous time
- Data-informed Teaching
- Understanding the Student Engagement Continuum
- Digital Pedagogy
- Culturally Responsive Education
- Trauma-Aware Education
- Utilising Emerging Technology and Cyber Security Awareness
- The Inclusive Digital Classroom
- Developing Learning Opportunities from Everyday Life
- Interactive Pedagogical Approaches

Professional development sessions are tailored to the evolving needs of our staff, students and the educational landscape. It will be a mixture of in-house delivery by subject matter experts, and external facilitators brought in i.e., Digital Pedagogy with 9(2)(a)

### **Data-Driven Adjustments for Development:**

**Business planning – Finance, workforce and assets**

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

We will use data to monitor instructional practices and student outcomes, adjusting the professional development plan as needed to address emerging needs and trends and provide personalised coaching and mentoring for instructional staff to support their professional growth and effectiveness. Heads of Department will have a regular schedule to adhere to for teacher monitoring and the Principal and Deputy Principal will walk the “virtual hallways” weekly to ensure a pulse is kept on teaching practices.

**Assets**

**6. List the physical assets required (e.g., buildings, classrooms, sports facilities) and outline the plan for acquiring, developing, or leasing these assets.**

Aotearoa Infinite Academy will primarily operate in a virtual environment. However, we have some requirements to support administrative functions (specifically an office space with meeting rooms and a secure storage room for student records and exam papers). In the first year of operations Aotearoa Infinite Academy will share the offices of Crimson Global Academy. There will be no lease costs for this space outside of contributions for utilities. The plan to share office space in the first year is to ensure costs are kept low and we are mindful of the timeframe available prior to our planned open date of Term 1 2026.

We would like to form partnerships to open hybrid learning/community spaces, such as libraries, marae, and sports academies where students can join online classes, study, complete group projects, or sit literacy and numeracy co-requisites and other external examinations. These partnerships will allow us to utilise existing facilities reducing the need for significant capital investment.

In locations where partnerships are not feasible, or where we have a high concentration of students, we may explore the future development of optional community-based learning spaces. These would not serve as compulsory school sites, but rather as local hubs that students can choose to access — for example, to participate in study sessions, join extracurricular activities, or connect with peers.

These spaces could be established through partnerships with existing organisations (e.g., libraries, marae, or sports academies), or by utilising existing Crimson Education Group facilities, such as the 28 NumberWorks’nWords locations across New Zealand. Where used, each site would meet strict child safeguarding and supervision requirements and be equipped with basic resources such as desks, high-speed internet, and headsets.

**7. Demonstrate how you will operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2026.**

Aotearoa Infinite Academy is a fully online school. Our operational infrastructure is primarily digital, and all students will attend classes remotely using a secure, structured online learning environment. As such, our focus is on ensuring digital systems, staff systems, and student access are fully operational and compliant by Term 1, 2026.

**Administrative Base**

We will operate from Crimson Global Academy’s existing facilities at Level 3, 18 Stanley Street, Parnell, Auckland. This shared space will serve as our administrative base, with access to meeting rooms, workstations, and secure storage.

**Technology and Learning Infrastructure**

9(2)(k)

Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

9(2)(k)

### ***NZQA Accreditation and Assessment Readiness***

In parallel with our technology setup, we will complete the full NZQA accreditation process prior to the start of Term 1, 2026. This includes obtaining consent to assess for NCEA Levels 2 and 3, aligning assessment policies and procedures with NZQA standards, and establishing moderation, authentication, and reporting systems. This work will be led by our Deputy Principal, who will also serve as the school's Principal Nominee, in coordination with our Heads of Department and academic leadership team.

### ***Staff Onboarding and System Training***

All teaching and support staff will be onboarded by January 2026. Staff induction will include:

- Training on all digital systems
- Child protection and online safeguarding protocols
- School policies and procedures

### ***Student Onboarding and Device Access***

We will implement a phased student onboarding process from January 2026:

- Account setup and login credential distribution
- Orientation webinars for students and parents
- Technical setup support (via helpdesk and virtual sessions)
- Device distribution for students with financial need
- User testing to ensure platform access prior to Day 1

### ***Operational Readiness and Contingency Planning***

Before Term 1 begins, we will complete a full readiness audit covering:

- Technology platform functionality
- Data integrations and Ministry compliance
- Staff readiness and system access
- Emergency communication protocols and escalation plans

We will also have a dedicated technical support team available for the first six weeks of Term 1 to handle onboarding issues, troubleshoot access problems, and provide immediate response in case of platform failure.

## **8. Demonstrate how you will maintain your property and infrastructure within the funding allocation you will receive.**

Aotearoa Infinite Academy will maintain property and infrastructure through a strategic three-year approach that balances digital and physical resources while ensuring fiscal responsibility:

### ***Initial Operations (Year 1)***

Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

We will utilise existing Crimson Global Academy office space with minimal utility contributions rather than investing in dedicated facilities. This approach prioritises investment in our digital learning infrastructure while maintaining modest operational costs. Our budget allocates sufficient funding for contracted IT services, platform development, and essential technology equipment for staff and qualifying students.

9(2)(b)(ii)

Any physical space will undergo regular health and safety inspections, and we will ensure compliance with Building Code and local council regulations (including matters such as fire safety, accessibility, BWoF).

Throughout all three years, our budget sustains:

- Technology infrastructure with appropriate scaling of IT support services
- Student and staff technology equipment with annual renewal allocations
- Adequate utilities funding that grows proportionally with our physical presence
- Consistent insurance coverage and audit compliance

**9. Detail any equipment and infrastructure needed for online and blended learning environments.**

We will utilise the online-school platform built by CGA, white-labelled as “Infinite Home” (student portal) and “Infinite Insights” (parent portal) as our school platform. Students and teachers will join their classes via the portals, entering virtual classrooms designed to maximise interaction and real-time feedback, with direct teacher and student interaction throughout the lesson. 9(2)(k)

**Learning Systems:**

- Our student platform provides real time academic information, access to classes and lesson recordings, AI-powered study notes and lesson summaries, assignments and grades, additional tasks and extra-curricular activities, and live attendance logs at the end of each period.
- Our parent platform provides the same real time information as the student portal, and includes community announcements; a multi-metric student engagement score; AI-generated summaries of the classes their student has taken that day; assignments with grades and teacher feedback; attendance records, alerts, and tools to request leave or justify absences. We will also build a parent supervision feature into the platform to ensure for students under 14, a parent can declare they are present at home.
- Our live virtual classrooms are equipped with interactive learning features, such as direct access to class materials, student engagement tracking, talk time metrics, breakout rooms, real-time polling and exit slips to check for understanding. We built our classroom around Zoom, ensuring a stable and reliable video call, with behind the scenes benefits of additional call security and recording post-processing. The virtual classroom allows students to connect and engage in meaningful discussions, and to work collaboratively in small groups. 9(2)(k)

Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

- Our data and tools help our teachers reflect on their teaching practice, and inform heads of department when coaching staff. They assist our students, providing them with the information they need to focus and engage with their classes, and allowing them to interact with their teachers, peers, and past lessons at all times. They give our parents immediate insight into how their children are progressing, where they might need some help or encouragement, and the daily lesson summaries create a path for parents to join and engage with our students while they learn. They inform us of where we can improve ourselves, both in what we offer, and how we deliver.

- 9(2)(k)

- Within our platform and virtual classrooms we make adaptations for learning preferences, including:
  - **Rich Multimedia Content:** Our Learning Management System (LMS) incorporates high-quality graphics, videos, and interactive simulations to enhance visual learning.
  - **Visual Aids:** Teachers use diagrams, charts, and infographics during virtual classes to help students visualize complex concepts.
  - **Text-to-Speech Functionality:** The LMS includes text-to-speech features that allow students to listen to written content.
  - **Recorded Lectures:** All live classes are recorded and made available for students to review, ensuring they can listen to the material as many times as needed.
  - **Customisable Content:** Teachers can modify the curriculum to include additional resources, alternative assignments, and tailored assessments to meet individual student needs.
  - **Adjustable Font Sizes and Background Colors:** Students can customize the visual presentation of content to reduce eye strain and improve readability.
  - **Written Materials:** Every class has comprehensive written materials such as PDFs, articles, and reading lists. Every recorded lecture has an accompanying document which lists out the key takeaways with the corresponding notes.
  - **Hands-On and Virtual Activities:** Interactive simulations and virtual labs are used where students can manipulate variables and see the outcomes. Some courses also have activities for students to complete in their home such as small kitchen experiments and math manipulatives.

To access these systems, students and teachers will require internet access and a laptop or computer, while a separate monitor will be recommended but not required.

**10. Discuss plans for ensuring all students have access to necessary technology and, if applicable, still meeting necessary supervision requirements.**

To access our online school, students will need internet access and a laptop or computer, while a monitor will be recommended but not required. 9(2)(b)(ii)

We have also planned with the Crimson Global Academy that departing staff laptops will be refurbished and sent back to New Zealand to be allocated to Aotearoa Infinite Academy students as needed.

Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

9(2)(b)(ii)

but we are also cognisant that we do not want to be incentivising students to join the school by providing free technology upon enrolment. By asking families to first provide their own devices, before then assessing for financial need, will ensure this incentive is not created.

**11. Describe any cultural assets or approaches integral to the learning environment.**

Aotearoa Infinite Academy will create an inclusive and forward-thinking learning environment that celebrates New Zealand's cultural heritage while preparing students to succeed in a globally connected world. Our cultural assets and approaches are designed to foster a strong sense of belonging, identity, and academic excellence.

**Cultural Assets:**

- **Overarching Curriculum:** Aotearoa Infinite Academy combines global and local curriculum by offering Pearson Edexcel in the junior secondary years (Years 9–11) and New Zealand's NCEA in the senior secondary years (Years 12–13). This integrated model builds strong academic foundations while developing critical thinking, creativity, and cultural understanding through subjects like Te Reo Māori and Global Citizenship.
- **Community Involvement:** Our students are encouraged to remain active members of their local communities. Their contributions outside the classroom will be recognized and celebrated during assemblies, form times, and in term reports. This approach not only reinforces the importance of community engagement but also helps students develop a sense of responsibility and belonging.
- **Technology and Innovation:** Our lessons are enabled by cutting-edge technology, integrated into the learning process. The ubiquitous use of technology supports learning and provides students with every opportunity to view technology-enabled solutions as a natural way to learn and work. This approach ensures that our students are well-prepared for the digital age and can leverage technology to enhance their educational experience.

**12. Explain how any cultural values and practices will be incorporated into the school's culture and curriculum.**

Aotearoa Infinite Academy's school culture will be defined by four pillars designed to support a well-rounded education:

- **Global Citizens:** We live in a universally connected world. As such, Aotearoa Infinite Academy will understand and appreciate the importance of skills that students will value in their journey beyond school. Students will understand how to work collaboratively, be responsible community citizens, while remaining focused on their own community, and develop their leadership skills. All of these skills will be rooted in a values structure of acceptance, inclusiveness, friendliness and determination. Our students will see themselves as global citizens and appreciate the opportunities an international perspective can bring.
- **Academic:** All our programmes will be designed to prepare our students for future pathways. In particular, our year 9 and 10 programme aims to encourage our students to have a broad range of learning experiences. We will deliver a high level of teaching with lessons designed to be fast-paced, engaging and stimulating. We will supplement our academic programme with a comprehensive Learning for Life programme. It will be an environment that supports excellence and enables students to thrive.
- **Community Involvement:** Our students will be encouraged to remain active members of their own local community. We will encourage and record a range of activities from sporting/fitness pursuits, community service or cultural activities. The school will also provide a range of activities that will extend the interests of our students. We plan to invest in community and extracurricular activities by setting aside a portion of our funding to support student connection and engagement outside the virtual classroom. This includes exploring partnerships with local organisations,

#### Business planning – Finance, workforce and assets

The requirements for this section are to demonstrate a comprehensive business plan with detailed strategies to deliver on academic objectives.

creating spaces where students can meet and collaborate in person, organising regular field trips, and running events that help students feel part of a real school community.

- **Technology Enabled:** Not only will our lessons be enabled by technology, its ubiquitous use to support learning will provide our students with every opportunity to view technology enabled opportunities as a natural way in which to learn and work.

#### Sponsor capability

The requirements for this section are to demonstrate the capability of the sponsor to support the operations and outcomes 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.**

Aotearoa Infinite Academy's ability to successfully operate a charter school is grounded in our extensive knowledge of the New Zealand schooling system, our understanding of its structural challenges, and the proven success of our online private school model. Through our experience operating Crimson Global Academy (CGA) over the past five years, registered with the New Zealand Ministry of Education (school number 921), we have developed systems, pastoral care models, and academic strategies that directly address the core issues limiting student outcomes. These strategies will be applied and tailored at Aotearoa Infinite Academy to uplift both achievement and attendance for New Zealand students.

Aotearoa Infinite Academy will operate as part of the broader Crimson Academies, alongside, and taking insights from, Crimson's Private Online School: Crimson Global Academy.

#### *Our History*

Crimson Education Group was founded in 2014 by co-founder Dr. Jamie Beaton. During his studies and through his work with students at Crimson, Dr. Beaton became acutely aware of the educational gap in New Zealand. Many students, particularly those from geographically isolated areas, lacked access to the quality education needed during high school to pursue opportunities abroad. In response, Dr. Beaton founded Crimson Global Academy ('CGA') in 2019, leveraging technology to deliver high quality international education. Initially focused on New Zealand students, CGA has since expanded to provide global opportunities.

CGA has grown significantly since its inception. Starting with just 20 students in early 2020, it now serves 2000 students from over 60 countries. These students participate in small, live virtual classes taught by registered and qualified teachers. Students have the option to study the International GCSE, A Levels, or the US Diploma Programme. In May 2025, Crimson Global Academy expanded its schooling division through the acquisition of AGE School and Mt Hobson Academy. These schools, alongside CGA and the proposed Aotearoa Infinite Academy, will form part of the Crimson Academies group, led by a central executive.

The formation of Crimson Academies strengthens our ability to offer high-quality, future-ready education at scale. It provides shared leadership, operations and infrastructure, ensuring that any new schools, including charter initiatives, are built on a proven model with experienced support.

Aotearoa Infinite Academy, subject to charter approval, is the next step in our vision to ensure that quality education is available to all New Zealand students. The charter school will extend our mission by:

### Sponsor capability

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

1. Creating a world where geography, learning preferences and outcomes are uncorrelated.
2. Focusing on whole-student growth, putting student wellbeing, purpose, and connection at the center.
3. Building the educational ecosystem for the 22nd century.

We are motivated by this vision, and believe that every student and family should have choice and readily available access to strong academic education. The below diagram shows how the Aotearoa Infinite Academy fits within the Crimson Education Group:

9(2)(b)(ii)



### **New Zealand Context**

The New Zealand education system is currently highly stratified, resulting in significant disparities in the quality of education and educational outcomes among different groups of students. These differences are often based on factors such as socioeconomic status, geographic location and the availability of resources. As a result, students experience unequal educational opportunities and outcomes. The below research highlights the stratified nature of the New Zealand education system:

- The top 30 high schools have an average of 87% of the students leaving school with University Entrance ('UE'). Only one of those schools is a state school.<sup>15</sup>
- The bottom 30 high schools see an average of 2.7% of their students leaving school with UE. Ten of these schools are geographically isolated. Geographically isolated schools have shared their

<sup>15</sup>[Charter schools, where kids can thrive and teachers love teaching | The Post](#)

## Sponsor capability

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

struggles to fully resource themselves with well-qualified staff. Others are schools located in small provincial towns or schools in the poorer parts of cities. In many of these areas, students have limited educational options.<sup>16</sup>

- The only publicly funded distance education option is Te Kura, which serves 5,447 FTE students aged 11-17. However, the UE rate for Te Kura leavers has declined from 12.9% in 2019 to 6.7% in 2022, and the proportion of students achieving NCEA Level 3 has decreased from 21.9% in 2019 to 15% in 2022.<sup>17</sup> In 2023 the downward trend continued—only 40.1% of Te Kura students achieved NCEA Level 2, down from 44.3% in 2022.<sup>18</sup>
- In 2022, nearly 10,000 children aged 5-13 were not enrolled in the official school system as reported by NZ Herald.<sup>19</sup> An increase from 6,300 in 2021.
- Regular attendance rates in New Zealand Schools declined from 61.7% in Term 1 2024, to 51.3% in Term 3 2024.<sup>20</sup>
- New Zealand is experiencing declining achievement rates in literacy, mathematics and science. Only 78% of 15 year olds demonstrated the basic mathematical knowledge and skills to meet real life opportunities and challenges after they finish school. According to information released by Minister of Education Erica Stanford on 4 August 2024, only 22% of Year 8 students are at or above curriculum benchmarks, while 63% are more than a year below curriculum benchmarks in mathematics.<sup>21</sup>
- Homeschooling in New Zealand has continued to grow, with 10,757 students being homeschooled as of 2024.<sup>22</sup>

It is often claimed that the New Zealand education system offers a wide range of choices through State (including Designated Character), State Integrated and Private Schools. However, in reality only 3.5% of students attend Private Schools. Among the 335 State Integrated Schools, 236 are Catholic and have limited availability depending on religious affiliation. It is therefore evident that the perceived variety in the system does not necessarily translate into real choices for all students.

### **Background on Crimson Global Academy ('CGA')**

With five years of operating an online private school in New Zealand, registered with the Ministry of Education (school number 921), CGA has been awarded the following:

- Education Innovation of the Year, Vietnam, 2023 (Ministry of Education Vietnam)
- Top 3, World's Best Schools for Innovation, 2023 (Worlds Best Schools Prizes)
- #25 Best School in the United States, 2023 (Niche)
- Western Association of Schools and Colleges Accreditation (the only school in APAC to have received this).

Below is a snapshot of CGA's student results for the the past year:

- 80% of CGA IAL students achieved 3 or more A\*-B in their exams
- 58% of CGA IGCSE students achieved a 7-9 in their exams (scale 1-9)
- 87% of CGA AP students achieved a 3-5 (scale 1-5, global average 12%)

<sup>16</sup>[Charter schools, where kids can thrive and teachers love teaching | The Post](#)

<sup>17</sup> Ministry of Education (NZ), "Equity Index – NZ High School vs Achievement," internal dataset, 2022

<sup>18</sup><https://www.educationcounts.govt.nz/find-school/school/qualifications/ncea-level-2?district=98&region=98&school=498>

<sup>19</sup><https://www.nzherald.co.nz/nz/primary-school-aged-children-not-engaged-in-formal-education/LXPiOZCJ5JAJFDIFBN6MG557KY/>

<sup>20</sup> [Students are back at school | Beehive.govt.nz](#)

<sup>21</sup> [Government transforms maths education | Beehive.govt.nz](#)

<sup>22</sup> <https://www.educationcounts.govt.nz/statistics/homeschooling>

Sponsor capability

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

We have observed the success of CGA's online learning model, and received positive feedback from families about its impact on their children.

As a purpose built learning model CGA has an average attendance rate of 83.7% for its New Zealand based students, a graduation rate of 99%, and has facilitated admissions to the world's top universities. Additionally, 47% of CGA students are taking subjects beyond their year level.

Below are some examples of CGA success stories which demonstrate how an online learning mode can support students in gaining access to high quality education from across New Zealand:

- <sup>9(2)(a)</sup> [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

<sup>9(2)(b)(ii)</sup> [Redacted]

**Lifting Attendance**

In addition to raising academic achievement, we are committed to significantly improving student attendance. Our experience at Crimson Global Academy shows that an academically engaging curriculum, strong teacher-student relationships, real-time monitoring, and parental transparency are key to lifting attendance rates.

At CGA, our attendance rate for New Zealand students is 83.7%, well above the national average of 52.7%. We attribute this success to:

- A highly engaging, academically challenging environment that motivates students to attend.
- A flexible, online format that removes barriers like long commutes.
- Daily roll checks and period-by-period attendance monitoring through our student portal.
- Real-time parent notifications for absences, ensuring families are immediately informed.
- A strong pastoral care network, including form teachers, deans, and counselors who intervene early to support struggling students.

**Governance and leadership**

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

#### Sponsor capability

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

Aotearoa Infinite Academy Limited ('AIA') is a newly incorporated New Zealand company established for the purpose of applying for (and operating) the charter school. AIA is owned by Crimson Global Academy Limited ('CGA'), which in turn is owned by Crimson Consulting Limited ('CCL'). CCL is the management company of the Crimson Education Group.

Presently, the sole director of AIA is Penelope Barton, CEO of Crimson Global Academy. <sup>9(2)(b)(ii)</sup>

The board's paramount concern will be upholding and abiding by the contract between AIA and the Charter School Agency, safeguarding public funds, and ensuring the school meets its mission to provide strong academic and attendance outcomes for students.

The governance structure will directly support excellent academic and attendance outcomes by:

- Holding the school leadership team accountable for meeting specific KPIs for student achievement and attendance, reviewed quarterly.
- Overseeing the implementation of high-quality recruitment, professional development, and teacher support structures to build a high-performing academic workforce.
- Reviewing termly data reports on student engagement, attendance, academic progress, and pastoral care interventions to ensure continuous improvement.
- Supporting the operational leadership to maintain small class sizes (~20 students), strong teacher-student relationships, and a proactive pastoral care network, which are proven drivers of high engagement and attendance.
- Providing strategic oversight to ensure that live class delivery (~20 hours per week), structured homework (~8–10 hours per week), and daily roll checks are maintained at a high standard, leveraging technology for real-time monitoring and parent engagement.

In addition, the governing board will establish a clear conflict of interest policy, developed with legal counsel, to ensure robust and transparent decision-making across all operational and governance activities.

- 5. How will your organisation structure inform your value proposition to attract families/students to enrolment and positively impact student achievement and attendance? Include the organisation capabilities such as finance, HR, payroll and information management.**

### Sponsor capability

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

9(2)(b)(ii)

Aotearoa Infinite Academy's organisational structure is deliberately designed to deliver strong academic outcomes, excellent attendance, and a seamless experience for students and families.

Academic and pastoral leadership is led by a highly experienced Principal and Deputy Principal, supported by Heads of Department across key subjects. These leaders ensure high-quality teaching, academic rigour, and strong student support. Our pastoral network, including the SENCO and School Counsellor, allows us to proactively monitor student engagement and wellbeing to support high attendance rates.

Operational functions — including finance, HR, payroll, enrolment services, and IT support — are managed by dedicated staff, ensuring that the day-to-day running of the school is smooth and professional. Our finance function, led by a full-time Accountant and supported by the broader Crimson Global Academy's finance team, guarantees strong financial oversight, payroll accuracy, and operational sustainability. HR and recruitment services are initially supported through Crimson Global Academy's systems before transitioning fully in-house as the school grows, ensuring continuity in attracting and developing high-quality teachers.

Our product and technology management team ensures that families and staff have access to world-class digital tools: including real-time attendance tracking, assignment submission systems, engagement monitoring, and parent portals. This provides families with full transparency into their child's learning journey and supports early intervention for both academic achievement and attendance.

Finally, the Marketing and Partnerships Manager will work to build trusted relationships within the community, support strong enrolment pipelines, and strengthen Aotearoa Infinite Academy's reputation as a trusted, high-performing education provider.

- 6. Describe your leadership structure including the academic leadership team. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.**

## Sponsor capability

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

### *Leadership and Academic Structure*

Aotearoa Infinite Academy's leadership structure is designed to ensure high-quality teaching, robust student engagement, strong attendance, and academic achievement, all operationalised day-to-day through clear systems and staff responsibilities.

At the governance level, Aotearoa Infinite Academy Limited (AIA) is overseen by a Board of Directors. The Board holds ultimate accountability for the school's academic, operational, and financial outcomes. It meets quarterly to review student achievement and attendance data, audit compliance, and oversee school leadership performance against KPIs aligned with our charter contract.

At the operational level, the school is led by a Chief Executive Officer (CEO), Principal, and Deputy Principal, who work collaboratively to deliver on academic and operational objectives:

- The CEO provides strategic oversight, community engagement leadership, and ensures operational excellence, partnering with the Board on governance matters.
- The Principal is responsible for overall academic quality, teacher performance, curriculum implementation, student wellbeing structures, and compliance with Ministry and Charter School Agency requirements.
- The Deputy Principal focuses on day-to-day school management, pastoral systems, assessment oversight, student engagement tracking, and staff development.

The academic leadership team includes Heads of Department (HODs) across core subject areas (English, Mathematics, Sciences, Social Sciences). HODs are responsible for:

- Curriculum delivery consistency across subjects
- Supporting and coaching teachers to maintain high-quality pedagogy  
Reviewing subject-specific assessment outcomes
- Identifying and addressing gaps in engagement or academic progress

This leadership structure ensures direct oversight of academic quality, engagement, attendance, and student outcomes at every level, with built-in accountability mechanisms to drive continuous improvement.

### *Teaching Workforce*

At the teacher level, responsibilities are clearly operationalised and integrated into daily workflows to maximise student success:

- **Live Teaching:** Teachers deliver live classes (20 hours/week, 15 hours small group classes and 5 hours lecture format), fostering active participation, critical thinking, and academic challenge.
- **Attendance and Engagement Monitoring:** Teachers take roll at the beginning of every live class, recording attendance and engagement data into the school's integrated student platform. This allows for real-time parent notifications and triggers early interventions from pastoral care teams where needed.
- **Form Time and Pastoral Support:** Teachers assigned as form tutors lead weekly check-ins with a small group of students, supporting their wellbeing, promoting positive attendance habits, and reinforcing school values.
- **Homework Assignment and Feedback:** Teachers assign regular homework, track submissions, and provide timely, individualised feedback through the online platform. Missed homework or declining performance is flagged early for intervention.
- **Academic Monitoring:** Teachers use formative quizzes, discussions, homework outcomes, and summative assessments to continuously monitor student understanding. Data is uploaded into the

**Sponsor capability**

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

platform and reviewed in weekly departmental meetings for instructional adjustments.

**Parent Communication:** Teachers contribute weekly to student engagement reports visible to parents. They also proactively escalate any concerns regarding student performance or attendance to parents and Heads of Department.

- **Professional Collaboration and Development:** Teachers attend weekly department meetings and monthly professional development workshops to ensure teaching quality, innovation, and best practices in online learning and student engagement.

**Community**

**7. Present data on the local student population and present a forecast of the student population and demand you expect to see for the proposed charter school | kura hourua.**

**Year 1 - EOY Enrolment - 608**

Year Level	Year One			
	Term 1	Term 2	Term 3	Term 4
9	100	140	196	196
10	100	140	196	196
11	100	140	196	196
12	10	10	10	10
13	10	10	10	10
	<b>320</b>	<b>440</b>	<b>608</b>	<b>608</b>

**Year 2 - EOY Enrolment - 1060**

Year Level	Year Two			
	Term 1	Term 2	Term 3	Term 4
9	300	300	350	350
10	300	300	300	300
11	280	280	280	280
12	120	120	120	120
13	10	10	10	10
	<b>1010</b>	<b>1010</b>	<b>1060</b>	<b>1060</b>

**Year 3 - EOY Enrolment - 1480**

Year Level	Year Three			
	Term 1	Term 2	Term 3	Term 4
7	100	100	100	100
8	100	100	100	100
9	300	300	350	350
10	350	350	350	350
11	280	280	280	280
12	200	200	200	200
13	100	100	100	100
	<b>1430</b>	<b>1430</b>	<b>1480</b>	<b>1480</b>

### Sponsor capability

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

*When forecasting our student population, we were informed by the following data points:*

- The only publicly funded distance education option is Te Kura, which as of 1 July 2024 had a total of 8,108 students enrolled across Years 9 to 13+.<sup>23</sup>
- There were nearly 10,000 5-13 year olds who were not enrolled in the official school system in 2022, up from 6,300 in 2021.<sup>24</sup>
- Homeschool growth has continued upwards, with 10,757 students being homeschooled in New Zealand as of 2024.<sup>25</sup>
- 9(2)(b)(ii)

9(2)(b)(ii)

**8. Demonstrate the level of support for the proposed charter school from the community in which it is proposed to be established considering the viewpoints of those within your wider community and also those within your specific school community.**

- Identify the stakeholders who have been consulted and what the consultation was**
- Describe the community consultation activities that have occurred or are planned**
- Describe how this has informed your decisions about your charter school, identifying where there is risk and where there is support for your school.**

The level of support for Aotearoa Infinite Academy is strong and growing. Since 2020, Crimson Global Academy has received over 9(2)(b)(ii) inquiries from New Zealand parents and students seeking an online private school option, averaging 9(2)(b)(ii) inquiries per month. However, due to the costs associated with private tuition and our commitment to maintaining small classes (average class size of 10 students), CGA has been able to accommodate 9(2)(b)(ii) of these inquiries.

The introduction of the charter school policy creates a unique opportunity to open Aotearoa Infinite Academy and make this educational model accessible to a much broader range of New Zealand families. Our board, leadership, and broader team are deeply connected across New Zealand communities through our existing school operations, parent networks, and the wider Crimson Education Group. 9(2)(b)(ii) ensures we have both the local presence and the technical, academic, and operational resources needed to scale successfully.

#### *Stakeholders Consulted*

<sup>23</sup> <https://www.educationcounts.govt.nz/find-school/school/population/year?district=98&region=98&school=498>

<sup>24</sup> <https://www.nzherald.co.nz/nz/primary-school-aged-children-not-engaged-in-formal-education/LXP1O7CJ5JAJFDIFBN6MG557KY/>

<sup>25</sup> <https://www.educationcounts.govt.nz/statistics/homeschooling>

## Sponsor capability

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

9(2)(b)(ii)

o avoid this disruption, we relied instead on robust internal data and extensive stakeholder engagement to evidence demand.

Since 2020, more than 9(2)(b) families who have inquired about CGA were ultimately unable to enrol due to cost. This group directly aligns with the demographic AIA is designed to serve. We've also received consistent interest from families in regions such as Hawke's Bay, Whangārei, Rotorua, Hamilton, Auckland, Christchurch, and Wellington, where local access to flexible, high-quality education is limited.

In parallel, we consulted a range of stakeholders:

- Prospective CGA families unable to enrol;
- Current CGA families, whose feedback shaped our academic and pastoral priorities;
- Homeschooling families seeking structured, accredited pathways;
- Regional whānau in areas with limited schooling options;
- Education partners interested in future hybrid hub models.

### **Community Consultation Activities**

#### **Completed:**

- Direct conversations with families who expressed interest in CGA but were unable to enrol due to financial barriers.
- Parent feedback surveys from existing CGA families, specifically identifying valued aspects such as live teaching, strong pastoral care, and academic challenge.
- Review of demographic data on rural education access gaps and homeschooling growth across New Zealand.

#### **Planned:**

- Online information sessions for prospective families (late 2025) to gather structured feedback on programme offerings and hybrid learning needs.
- Targeted surveys of families who inquired about CGA but could not enrol due to cost barriers, to refine AIA's course offerings, pastoral support structures, and program design
- Engagement with iwi, regional councils, and homeschooling associations to ensure Aotearoa Infinite Academy's offerings meet diverse community needs.
- Exploration of partnerships with libraries, marae, and sports academies to establish community-based learning hubs in underserved areas.

#### **Insights gained and how they informed school design:**

- Community feedback confirmed that without a publicly funded model, many families cannot access the education they want. Consultation confirmed that families in Northland, Hawke's Bay, Southland, and other rural areas are especially underserved by existing schooling options. This drove our online charter school application.
- Parents are seeking academically rigorous pathways with strong teacher guidance and support, which is why we are combining the international curriculum of Lower Secondary and IG from Pearson Edexcel with New Zealand's national NCEA Level 2 and 3.
- High parental trust is built when students receive active support beyond academics. We embedded form time, counselling, SENCO support, and structured pastoral care into our model.
- Families highlighted internet access and local study space challenges. We plan to address this through device support funds and developing partnerships for supervised hybrid learning hubs.

## Sponsor capability

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

### Risks Identified:

- **Digital access:** Some students, particularly in remote areas, may lack stable internet access or suitable study environments at home.
  - Mitigation: We will establish partnerships with local organisations (libraries, marae, sports academies) to provide supervised hybrid learning hubs with internet access. We will also implement a device support programme for families with financial need, ensuring access to laptops and basic equipment.
- **Perception of online learning:** There is a risk that families may associate online learning with emergency pandemic education, which was often disengaging and poorly structured.
  - Mitigation: We will clearly differentiate our model by highlighting our live, teacher-led classes (average class size ~20), structured timetables, and strong academic focus. Our teachers are trained to keep students engaged using breakout rooms, real-time polls, chat discussions, collaborative whiteboards, and interactive tools. In some subjects, we also use flipped learning, allowing students to absorb core content before class so live sessions can focus on application, debate, or higher-order thinking. Optional drop-in tutorials, virtual simulations, and a gamified house point system further support connection and engagement.
- **Parental uncertainty around new schools:** As a newly established charter school, earning parental trust and building a reputation for quality will be critical.
  - Mitigation: We will run virtual open houses, onboarding webinars, and direct family support sessions before the start of school to familiarise parents with our leadership, curriculum, and technology systems. <sup>9(2)(b)(ii)</sup>

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

### Readiness to open

1. Tell us in a practical way the reality of a teacher and a student on the ground at the school in a day-to-day setting and how this will endure over the life of the contract.

#### Student Experience: A Day in the Life

Each morning, students log into Infinite Home, our secure online portal, to begin their school day. They follow a structured schedule of live classes led by qualified teachers, with built-in breaks, regular progress tracking, and accessible support. Teachers monitor attendance and engagement closely, offering timely check-ins when needed to help students stay on track.

Each student takes five subjects, each taught for four live hours per week:

- One lecture-style class to introduce core content
- Three small-group sessions (15–20 students max) for discussion, feedback, and deep learning

All lessons are delivered live via interactive virtual classrooms using breakout rooms, whiteboards, and collaborative tools. For example, a typical Tuesday for a Level 2 student might include:

- 8:30 AM – Biology (Lecture)
- 9:30 AM – Geography (Small Group)
- 10:30 AM – Break

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

- 11:00 AM – Study Period (independent work or group project)
- 12:00 PM – Business (Small Group)
- 1:00 PM – Lunch
- 1:30 PM – Study Period
- 2:00 PM – English (Small Group)

Study Periods are built into the timetable to allow students to work independently, collaborate with peers, or meet with teachers for additional support. Many use this time to plan assessments, revise key concepts, or advance group projects.

The taught lessons finish earlier than in most traditional settings, giving students time for independent study and to pursue extracurricular interests — from athletics and performing arts to work experience, volunteering, or specialist training in areas like equestrian or music.

Each week, students also attend:

- Form Time – a space for mentoring, wellbeing check-ins, and connection with their form group and teacher
- Assembly – to celebrate achievements, share student voices, and foster a sense of community

After each class, students receive AI-powered summaries to reinforce learning, while homework is submitted online and linked to their academic records. Feedback is shared in real time through Infinite Insights, visible to both students and caregivers.

Outside of classes, students can:

- Rewatch recordings of their own live classes (recordings are only available for sessions they attended, and consent is gathered in advance).
- Book time with the School Counsellor, SENCO, or learning support staff.
- Participate in supervised online group study sessions and project work.
- Engage in House activities that drive student connection and motivation.

### **Teacher Experience: A day in the life**

Teachers also work through Infinite Home, delivering small-group and lecture-format lessons each day. A teacher's typical day includes:

- Teaching three to four live lessons, including both small-group and lecture sessions
- Using real-time engagement data to track participation and adjust delivery
- Running breakout rooms, collaborative tasks, and live polls to maintain student focus and interaction

Between lessons, teachers have dedicated preparation and feedback blocks built into their timetable. This time is used for:

- Planning upcoming lessons and developing teaching resources
- Reviewing AI-generated engagement summaries to tailor support for individual students
- Marking and providing feedback on work submitted through our LMS
- Communicating with families via Infinite Home or direct messages

Teachers meet weekly with their Heads of Department for coaching, curriculum alignment, and professional growth. Many also choose to lead or co-lead clubs and enrichment sessions, contributing to

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

student connection and school culture. The teaching day is structured to allow for focused delivery, built-in preparation time, and meaningful student interaction, while maintaining a clear boundary between teaching and non-teaching hours.

#### *How this model will endure:*

This daily structure is supported by:

- Robust onboarding and annual training for all staff on digital pedagogy and student wellbeing.
- Weekly professional development sessions focused on instructional excellence and emerging technologies.
- Real-time monitoring of attendance, assignment submissions, and student engagement through Infinite Home.
- An engineering and IT support team maintaining the platform for maximum uptime, security, and performance.
- Leadership oversight through Heads of Department, Principal, Deputy Principal, CEO, and Governing Board.

#### **2. Demonstrate your readiness to open for Term One 2026 (or the term that you have specified for opening) by showing across the following establishment areas, what you will have in place for students to be welcomed for learning in Term One 2026:**

- **Staffing, including your payroll solution**
- **Curriculum**
- **Roll**
- **Health and Safety**

#### *Staffing, including your payroll solution:*

Aotearoa Infinite Academy will have a full leadership, academic, pastoral and operations team in place ahead of Term 1, 2026, ready to welcome students.

Our staffing structure for Year 1 includes:

- CEO
- Principal
- Deputy Principal
- Heads of Department – 4 subject leads for core subjects
- 9(2)(b)(ii)
- Pastoral Support – 1 full-time Counsellor/Dean
- 9(2)(b)(ii)
- Operations Manager – 1
- 9(2)(b)(ii)
- 9(2)(b)(ii)
- 9(2)(b)(ii)

We have clear recruitment plans and processes in place to meet these staffing targets, with appointment dates aligned to ensure full training and orientation are completed before the first day of Term 1, 2026.

#### *Payroll Solution:*

9(2)(b)(ii)

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

9(2)(b)(ii)

### Curriculum

Aotearoa Infinite Academy will deliver a comprehensive academic programme from Years 9 to 13, structured to prepare students for successful completion of nationally and internationally recognised qualifications. The curriculum is designed to progressively build academic rigour, critical thinking skills, and subject mastery.

#### Years 9–10: Pearson Edexcel Lower Secondary Curriculum

Students will complete a broad-based academic programme based on Pearson Edexcel's Lower Secondary Curriculum, providing strong foundations in core subjects while introducing students to specialised disciplines. It is designed to provide a solid foundation in key subject areas to allow students to successfully progress to a full-time IGCSE programme. In line with national expectations, students will also sit the Literacy and Numeracy Co-requisite assessments in Year 10, with AIA ensuring access to approved physical venues through local partnerships to support these external assessments.

- 4 major core subjects:
  - English, Mathematics, Science, Social Science
- 2 minor core subjects:
  - 3D Art, Computer Science, Commerce or Spanish
- Pastoral care is embedded through weekly form times, assemblies, and a "Learning for Life" programme focused on wellbeing, character development, and study skills.

#### Year 11: International GCSE (IG) Programme (Pearson Edexcel)

Students in Year 11 will transition into International GCSE (IG) courses, building towards external examinations.

Full-time International GCSE Students:

- Must study English Literature or English Language, Mathematics, at least one Science
- Are strongly recommended to study a social science or commerce subject
- Must study at least 5 subjects. Students wishing to study 6 subjects need the approval of the Deputy Principal.
- Must attend a weekly Form-Time and Assembly

Students will select at least 5 subjects from the following:

- Art Photography, Biology, Business, Chemistry, Economics, English Language, English Literature, Geography, History, Mathematics, Physics, Psychology

The academic programme will be complemented by form time and assemblies, supporting student wellbeing and school community engagement.

#### Years 12–13: National Certificate of Educational Achievement (NCEA) Level 2 and Level 3

Senior students will follow the New Zealand NCEA qualification framework, completing Level 2 in Year 12 and Level 3 in Year 13.

Students will typically study five subjects each year. English will be compulsory in Year 12, with additional subject selections made to support their university entrance goals or vocational aspirations. We will work

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

closely with families and students to understand which subjects are most in demand and use that insight to refine our final subject offering.

Indicative subject offerings for NCEA Levels 2 and 3 include:

- English, Mathematics, Physics, Chemistry, Biology, Geography, History, Psychology, Digital Technologies, Visual Arts, Spanish, Te Reo Maori, Business Studies, Economics

Students will be guided by academic advisors to ensure subject selections align with their future pathways, including University Entrance (UE) requirements where applicable.

### Roll

Year Level	Year One			
	Term 1	Term 2	Term 3	Term 4
9	100	140	196	196
10	100	140	196	196
11	100	140	196	196
12	10	10	10	10
13	10	10	10	10
	320	440	608	608

We have designed our initial roll projections to ensure a strong and sustainable opening year, while allowing for staged growth across Term 2 and Term 3 as new students join. The model reflects steady demand, particularly at Years 9–11, with smaller inaugural cohorts in Years 12–13, expected to grow organically over time.

These roll projections are informed by first-hand experience and direct market signals:

9(2)(b)(ii)

### Health and Safety

Aotearoa Infinite Academy will have a comprehensive Health and Safety framework in place by Term 1, 2026, aligned with the Health and Safety at Work Act 2015, the Children's Act 2014, and Ministry of Education guidelines for student safeguarding and well-being.

Key elements include:

- Child Protection Policies: Policies and procedures covering identification, reporting, and management of child safety concerns, reviewed annually by the governing board. All staff will be trained in child protection prior to school opening.
- Safety Checking: All staff, contractors, and volunteers will be safety checked prior to working with students (and periodically thereafter), consistent with legal requirements including those set out under the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015.
- Cybersecurity and Online Safety:

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

9(2)(k)

- Monitoring and moderation systems for live class interactions and student communications.
- Student Supervision and Attendance Tracking:
  - Real-time attendance recording every period.
  - Pastoral team oversight for students at risk of disengagement or absenteeism.
- Emergency Management:
  - Documented emergency and critical incident response plans.
  - Staff trained in online emergency protocols, including crisis communications, safeguarding investigations, and mental health escalation pathways.

The Principal will act as the Chief Health and Safety Officer, supported by a Health and Safety Committee formed prior to student intake, ensuring continuous monitoring and compliance.

### Performance

#### 7. What is your strategy to raise academic achievement and uplift student attendance? How will this benefit the students at the proposed charter school | kura hourua? How will you measure this?

- To employ outstanding school leaders and academic staff.
- To apply high quality mechanisms to accurately establish where students stand in terms of their current abilities across the academic subjects. Learners will be assessed using a variety of tools such as formative and summative assessments, diagnostic tests, quizzes, short tests, student participation and engagement in lessons, teacher observations and external examinations. Students' work will be assessed thoroughly and constructively to inform planning and target setting to meet the learning and personal development needs of individual students.
- To adopt the knowledge-rich Pearson Edexcel curriculum as the foundation of the secondary academic pathway, ensuring students build deep subject mastery and strong learning habits from the outset.
- By providing strong and ongoing professional development support to ensure that every teacher is equipped to deliver an outstanding academic programme.
- Addressing core learning gaps will be an important focus – as will be further developing the strengths and broadening the interests of students.
- Students will understand how they are progressing and how they can improve by receiving regular teacher feedback.
- Having strong strategies in place to engage parents and keep them fully informed about our programmes, student progress and development opportunities, both formal and informal.

Through the above strategies, the Aotearoa Infinite Academy will provide an academically rich environment that is focused on preparing students for entry to New Zealand and overseas universities.

Our students will develop a sustained passion for learning. While we will proudly deliver an international curriculum, this will be supplemented with a local flavour. Our students will have the opportunity to study aspects of New Zealand history, engage with New Zealand literature, and have the opportunity to learn Te Reo Māori during high school, alongside studying global events.

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

Effective teaching reflects the commitment and determination of all staff to ensure that every student succeeds. It involves using methods that engage students in productive learning and the imagination, to make lessons vivid and relevant. It requires the skill to build on students' existing knowledge, and to accurately assess their progress. Above all, effective teaching requires subject expertise, enabling teachers to challenge students at the highest level.

Key strategies for raising academic achievement:

#### ***Employing outstanding teachers, who:***

- Possess exceptional subject mastery and a broad teaching repertoire.
- Plan effectively with clear learning objectives and suitable strategies.
- Clearly articulate the learning process and expected outcomes.
- Engage, motivate, and develop positive relationships with students.
- Deliver structured teaching with regular feedback and reinforcement.
- Prioritise student engagement and set high expectations.
- Use effective methods and resources to enable all students to reach their potential.
- Employ probing and challenging questions appropriately.
- Make effective use of time, technology, and maintain high standards of behaviour.
- Use homework to reinforce and extend learning.
- Promote equality, inclusivity, and a collaborative classroom environment.
- Prepare students for external examinations.
- Reflect and evaluate their practice continuously.

In the first instance it is the teacher's responsibility to monitor and evaluate the quality of learning and teaching in their classroom. The Head of Department is responsible for monitoring all learning and teaching within their particular curriculum area. The Deputy Principal and Principal are responsible for monitoring and evaluating all teachers within the school.

#### ***Student learning objectives:***

- Acquire new knowledge and skills, develop ideas, and think critically.
- Show engagement, concentration, and productivity.
- Develop the ability to work independently and collaboratively.
- Achieve success and gain recognition for their work.
- Feel valued, secure, and confident.
- Receive regular feedback on their performance.

#### ***Effective learning at Aotearoa Infinite Academy develops:***

- Inquisitive Minds.
- Knowledge Seekers.
- Critical and Reflective Thinkers.
- Effective Communicators.
- Principled Individuals.
- Open-Minded Learners.
- Caring Citizens.
- Bold and Balanced Risk-Takers.
- Reflective Practitioners.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

### **Emotional-social programmes:**

Once per week we will run a Learning for Life ('Lfl') class. In this programme, students will develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It will help them to stay healthy and safe, while preparing them to make the most of life, study and work. Lfl will provide a foundation so that as students enter their final three years of secondary school, they clearly understand what steps they have to take, and when, in order to maximise their chances of gaining admission to a tertiary institution which best fits their individual needs and aspirations, thereby helping provide a pathway to a fulfilling career.

Major topic areas covered include:

- Digital Citizenship and Online Safety.
- Study and Examination Skills.
- Health and Well-being.
- Relationships.
- University and Career Planning.

### **Parent Partnership Program**

We recognise that lasting educational outcomes are strongest when families and schools work in partnership. While the quality of teaching and curriculum delivery is central to student achievement, we believe that student success is also deeply influenced by the level of parental engagement and support at home.

To this end, we are implementing a structured Parent Partnership Program that positions parents as active participants in their child's learning journey. This initiative is designed to foster a strong, informed, and collaborative school-home relationship, ensuring parents are equipped with the knowledge, tools, and confidence to support their child's academic and personal development.

The programme will include:

- Monthly live sessions covering key topics such as social media use, cybersecurity, AI and plagiarism, adolescent wellbeing, and strategies for supporting academic success at home.
- Regular focus groups and community conversations that give parents the opportunity to contribute insights, raise concerns, and build relationships with other families and staff.
- Clear communication pathways that ensure parents remain informed and engaged with their child's progress and the wider life of the school.

This program is not intended to be one-directional. Rather, we aim to build a genuine partnership where parents feel heard, valued, and able to contribute meaningfully to the learning culture of AIA. By creating opportunities for dialogue, mutual learning, and shared responsibility, we strengthen the wraparound support available to every student.

In line with our school values, the Parent Partnership Program reinforces our belief that high-quality education is a collective effort, one that extends beyond the virtual classroom and is rooted in community.

### **Pastoral Care**

Our Form Teachers work with a group of students as a pastoral point of contact. Each Form Teacher will have an extended weekly period scheduled in their timetable, known as "Form Time", where they can check in with their pastoral students and give them the opportunity to meet in a more casual setting compared to assembly or class time. Form Time also includes a roll check.

The aim of this element of Aotearoa Infinite Academy's pastoral programme is to give all students a regular, scheduled opportunity to make direct, individual contact with a teacher and have small group discussions about administration and general school related activities.

If students show signs of requiring additional support, there will be a professional available via our

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

counsellor, SENCo or Deans, who will provide assistance. We can also make referrals to specialist services close to where the student is living.

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

Aotearoa Infinite Academy (AIA) ensures the standard of tuition supports all contracted outcomes—attendance, achievement, financial performance, and compliance—by combining qualified staff, structured teaching delivery, and robust tracking systems. Our tuition model is adapted to the Aotearoa Charter School context and built on successful systems proven at Crimson Global Academy.

#### **Student Attendance**

To ensure high attendance that meets STAR (Stepped attendance response) benchmarks:

- Live attendance is recorded every lesson using minister-approved codes (A, S, L, M, P, F) via our Infinite Home platform and Student Information System.
- Families are notified of unexplained absences via automated same-day SMS/email alerts through Infinite Insights.
- A tiered STAR-aligned protocol categorizes students into Regular, Irregular, Moderate, and Chronic bands, triggering interventions by Deans and Form Teachers.
- Our Operations and Pastoral team conducts termly attendance audits, benchmarked against previous terms.
- Exemptions (e.g., travel, medical) are handled via a formal process with evidence-backed approvals recorded securely and aligned with legal requirements.

These systems ensure daily attendance is above 90% for most students, meeting or exceeding STAR performance thresholds.

#### **Student Achievement**

- AIA offers a dual curriculum model:
  - Years 9–11: Pearson Edexcel (Lower Secondary and IGCSE).
  - Years 12–13: NCEA Level 2 and 3.
- Each subject has 3 small-group live classes + 1 large lecture weekly, with recordings, AI-generated notes, and assessments stored on Canvas LMS.
- Teachers conduct weekly engagement reviews and termly academic reviews with Deans and HODs.
- At-risk students receive individualised academic support plans, drop-in tutorials, and parent-teacher conferences.
- Assessment integrity is protected using Turnitin originality checks, progressive submissions with version history, and two-camera invigilation for internal assessments.
- Students will also sit NCEA Literacy and Numeracy Co-requisite assessments as required, with AIA ensuring access to approved venues nationwide. NCEA assessments follow NZQA moderation standards; external exams are sat via NZQA's digital or physical exam centres. All achievement is reported by gender, year level, and ethnicity, in line with state requirements.

#### **Financial Performance**

- AIA employs 1 full-time accountant using a centralised accounting platform.
- All required financial indicators (operating surplus, debt/equity ratio, cash flow, enrolment variance) are tracked monthly and reported at mid- and end-year.
- Quarterly budgets and forecasts are reviewed with the CEO and governing board.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

- Our sensitive expenditure policy aligns with Charter requirements, and dual signatory protocols are enforced for financial probity.
- 9(2)(b)(ii)

### Regulatory and Contractual Compliance

- All teachers will hold NZ practising certificates or LATs. We will maintain >75% certification and proactively work with the Teaching Council to ensure compliance, particularly for overseas hires.
- Roll returns and enrolments are reported via ENROL, and daily attendance reporting is enabled through the MoE-approved SMS.
- All teaching and learning is aligned to NZQA, Pearson Edexcel, and NCEA standards.
- Our compliance framework includes mandatory staff vetting, property WOF, insurance confirmation, and documentation of all policies tied to the Children's Act 2014 and the Education and Training Act 2020.

## 9. What strategies will you apply to enable and support monitoring against each performance measure in the Performance Management Framework?

### 1. Monitoring Attendance

- Lesson-level attendance is automatically logged in 9(2)(b)(ii). This data is reviewed weekly by the Operations team to ensure accuracy and identify any follow-up actions.
- The 9(2)(b)(ii) flags irregular, moderate, or chronic absences, automatically triggering interventions based on STAR risk bands.
- Escalation protocols notify Form Teachers, Deans, and guardians, and are recorded in the SMS.
- Quarterly analytics reports review attendance by demographic and course, and feed into Self-Audit and Annual Reports.

### 2. Monitoring Achievement

- Canvas LMS integrates with our SMS and Infinite Home to sync grades, submission timestamps, and teacher feedback for full academic traceability.
- Weekly performance dashboards are reviewed by Deans and HODs, using real-time engagement and assessment data to flag underperformance.
- Internal assessment moderation follows NZQA protocols, with inter-marker reliability checks, exemplary benchmarking, and termly moderation records.
- Authentication measures include version history tracking, 9(2)(b)(ii) originality checks, and oral defenses for high-weight tasks.
- Achievement data is disaggregated by year, gender, and ethnicity, and exported in MOE-auditable formats for reporting and equity monitoring.

### 3. Monitoring Financial Performance

- All financial KPIs (cashflow, surplus, debt ratios) are tracked monthly using Xero, verified by qualified accountants, and reported at mid- and end-year milestones.
- Budget-to-actual variance tracking supports early detection of financial risk. A sensitive expenditure register and dual-auth sign-off are used to prevent misuse.
- Enrolment variance is reviewed monthly and integrated into financial forecasts.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

### 4. Monitoring Compliance

- AIA's internal Compliance Tracker will log all contractual deliverables, including:
  - % certified staff
  - Safety check status (police vetting, practising certificates, identification confirmation etc)
  - Enrolment eligibility flags (via ENROL sync)
  - Child safety policies and staff training records
  - Roll and attendance audit logs
- A biannual internal audit will be conducted with results presented to the Board and uploaded into the Self-Audit.

### 5. Oversight and Continuous Improvement

- Weekly SLT meetings review all performance data (attendance, achievement, finance, compliance).
- AIA runs termly feedback surveys (students, parents, staff), feeding into action plans.
- The Risk Register flags underperformance and assigns leads, timelines, and monitoring KPIs.
- Public and Ministry-facing reports are coordinated by the executive team, with final oversight from the CEO and Principal.

## 10. Describe how will you manage the early identification of issues and risks and what preventative measures will you take to address them.

### 1. Academic and Engagement Risks

#### Risks:

- Students falling behind in achievement due to disengagement, poor attendance, or undiagnosed learning needs
- Academic integrity breaches affecting assessment credibility
- Gaps in teacher moderation or curriculum alignment leading to non-compliance with NZQA standards

#### Identification Measures:

Each student's academic engagement is monitored in real time through <sup>9(2)(b)(ii)</sup> where assignment submissions, participation, and teacher feedback are logged. <sup>9(2)(b)(ii)</sup>

We've built custom dashboards that compile this data weekly, flagging students with declining engagement, attendance drops, or missed assessments. Deans review these dashboards and escalate cases to Form Teachers or SENCOs where necessary. In addition, Heads of Department conduct termly moderation and assessment audits to catch misalignment with curriculum standards early, ensuring internal assessment validity for both IGCSE and NCEA.

#### Prevention & Response:

We apply a STAR (Stepped Attendance Response)-aligned tiered intervention framework:

- Tier 1 is proactive — pastoral messaging, recognition of good attendance, and early parent alerts.
- Tier 2 triggers targeted support plans when engagement or achievement starts slipping.
- Tier 3 involves multi-agency support, Dean involvement, and individual case management for chronic or high-risk cases.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

### 2. Operational and Regulatory Risks

#### Risks:

- Non-compliance with Standard Minimum Compliance (SMC) obligations (e.g. teacher certification, roll reporting, safety audits)
- Lapsed child protection training, insurance, or documentation resulting in regulatory breach
- Errors in student enrolment, exemptions, or attendance data

#### Identification Measures:

9(2)(b)(ii)

#### Preventative Measures:

- All new staff undergo structured onboarding, including NZ-specific training in child safety, STAR attendance protocols, and academic integrity.
- Termly compliance briefings are mandatory, and refresher modules are issued on system changes or risk findings.
- Our record-keeping is digital, timestamped, and version-controlled to withstand audit review or ERO visits.

### 3. Financial and Governance Risks

#### Risks:

- Enrolment-driven revenue falling short of forecasts, impacting sustainability
- Breach of financial probity or misuse of sensitive expenditure
- Lack of early detection of cashflow or budgetary risks

#### Identification Measures:

AIA's financial systems are powered by Xero, enabling live monitoring of all financial KPIs. We track budget-to-actuals monthly and cross-reference financial performance with enrolment variance data drawn directly from our SMS. All financial reporting is reviewed by a qualified accountant and signed off by the CEO.

#### Preventative Controls:

- All payments and contracts follow dual signatory rules.
- A sensitive expenditure policy governs spending on staff travel, marketing, and board expenses.
- Our forecast model is dynamic and recalibrated quarterly using updated enrolment and cost data, helping us pre-empt issues early.

Governance oversight is layered: financial reports are submitted to the Board monthly, and the internal audit plan includes a finance and risk review twice a year.

### 11. Outline strategies for addressing academic underperformance.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

We are committed to ensuring that every student achieves their full academic potential. Our strategies for addressing academic underperformance are data-driven, paired with a robust pastoral care approach.

Below is a summary of our strategies for addressing academic underperformance:

**Early Identification:** Staff promptly identify academic or behavioral challenges through ongoing monitoring, enabling early intervention tailored to each student's needs.

**Baseline Assessments:** At the start of each year, students complete initial baseline assessments—tracked through tools such as e-asTTle or equivalent—to identify their current proficiency levels and inform personalised academic planning.

**Formative and Summative Assessments:** Regular formative assessments are conducted throughout the semester to monitor student progress. Summative assessments at the end of each term provide a comprehensive evaluation of student achievement.

**Data Analysis:** Teachers and academic staff analyse data to identify students who are underperforming. This data-driven approach ensures timely intervention. This includes attendance data, class engagement, assessment data and assignment/homework completion and feedback. All feedback is shared in the parent portal and it is visible what work has been submitted by students, and whether such work was submitted on time, late or not at all.

**Tier 1:** All students are assigned a form time teacher that provides pastoral care and there are regular form times each week. Often form teachers are the first to notice signs of decline. This support is in conjunction with high quality teaching staff who differentiate instruction to meet diverse learning needs.

**Tier 2:** Students identified as underperforming will be closely examined to establish why, for example, previous schooling, an unstable home environment, undiagnosed learning difficulties, or challenges with hearing or sight. This process will be in collaboration with the parents, guardians or relevant community liaisons to provide the most effective support.

**Tier 3:** Where appropriate, we will engage professionals such as an educational psychologist to evaluate the needs of the child (if this has not been done already – or if we are unsure of the accuracy of information). A comprehensive plan will be developed for the student, covering their core subjects, in collaboration with our SENCo. In some cases this may involve placing the student at an earlier curriculum level until they demonstrate they are fully capable of moving through their qualifications successfully.

We will hold regular parent-teacher conferences. If a student's academic performance declines, this will be addressed proactively in these meetings, if not sooner via a house leader. This will be re-evaluated regularly (often discreetly). The curriculum will also be reviewed annually to ensure it stays rigorous and relevant.

Aotearoa Infinite Academy will utilise 9(2)(b)(ii)

These assessments are adaptive and have a degree of focus on individual student backgrounds.

These assessments provide a:

- Base profile of strengths and areas of improvement for individual students.
- Historic picture of cohort entry abilities collated over time.
- Measure of value add for individual students in each subject at Year 10 and iGCSE.
- Measure of value add for each of our subjects.

The base comparative group will be a large scale international student cohort. Aotearoa Infinite Academy will also consider the use of eAsTTle to supplement this assessment regime.

## Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

### **12. Describe academic achievement and attendance programmes or initiatives that will enable you to meet/exceed the performance measures.**

#### **Academic Achievement Initiatives**

To ensure all students reach their academic potential, we implement a multi-layered academic achievement framework. At the beginning of the academic year, students undertake diagnostic assessments using tools such as <sup>9(2)(b)(ii)</sup>, giving teachers a reliable baseline of each learner's strengths and areas for growth. These are complemented by internal assessments across all subjects, mapped to Pearson Edexcel and NCEA standards depending on year level. Progress is tracked continuously through our <sup>9(2)(b)(ii)</sup> where every assignment, quiz, and class engagement point is logged, enabling Deans and Heads of Department to monitor performance in real time.

Every student receives personalised feedback on their progress through weekly reports and a termly review with their Dean. Teachers and leaders use engagement dashboards to flag students at risk of underachievement. These students are supported through structured interventions, including office hours and 1-1s, supervised study sessions, and targeted skill-building tasks. Formative assessments are designed to be regular and actionable, while summative assessments are moderated both internally and, where applicable, externally under NZQA and Pearson Edexcel protocols to ensure reliability and comparability.

To drive excellence, we also implement high-expectation teaching practices, supported by monthly professional development focused on assessment design, moderation, culturally responsive pedagogy, and digital instruction. Teachers are regularly observed, and all departments engage in collaborative planning and moderation cycles. Parents and students can access feedback, grades, and engagement logs via <sup>9(2)(b)(ii)</sup> our student and parent platform, ensuring full transparency and accountability.

#### **Attendance Programmes and Strategy**

Maintaining high levels of student attendance is central to meeting performance expectations. AIA follows a STAR-aligned tiered attendance system designed to identify and address absenteeism at its earliest stages. Attendance is recorded for every live class using our Student Management System, with minister-approved codes and automatic syncing to the Parent Portal. Students absent without explanation trigger same-day SMS and email alerts to caregivers, followed by pastoral follow-up. For students whose attendance drops below 90%, a structured intervention plan is activated, including personalised check-ins and parent meetings.

Our attendance escalation framework is divided into three tiers. Tier 1 encompasses whole-school awareness and celebration of positive attendance habits. Tier 2 targets students showing irregular attendance patterns with targeted support plans. Tier 3 involves intensive case management for chronic absence, including referrals to counselling and external support agencies. Each tier is documented within our attendance tracking system and reviewed weekly by the pastoral care team.

We also maintain a detailed digital register aligned with legislative requirements, including reason codes, verification evidence, and exemption tracking. Our exemption process includes clear criteria, record-keeping protocols, and follow-up to ensure students with legitimate reasons for absence remain supported in their learning.

In addition, attendance data is benchmarked against academic performance each term, enabling us to identify correlations and intervene where attendance is impacting achievement. All patterns are monitored via our in-house dashboards, which analyse both microdata (individual student/class trends) and macrodata (school-wide shifts), allowing for dynamic adjustment to strategies.

#### **Requirements for distance learning**

**Only complete if you are providing education through a distance learning environment.**

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

#### **13. Describe how you will you measure and ensure distance student engagement and attendance to meet the targets in the Performance Management Framework (noting that the measures will be agreed in the contract and targets will be the same as those for face-to-face environments).**

Aotearoa Infinite Academy (AIA) will ensure student attendance and engagement in our distance learning environment meets and exceeds the expectations set out in the Performance Management Framework. Our approach is designed specifically for online delivery, aligned with the Education and Training Act 2020, the NZ Ministry of Education Attendance Guidelines, and distance education standards developed by Crimson Global Academy (CGA).

Attendance is recorded for every synchronous class using NZ MoE-approved codes (A, S, L, M, P). Teachers mark the roll in real time, and attendance data is immediately synced with our Ministry-compliant Student Management System (SMS) and Infinite Home, our student and parent portal. The official Attendance Register is securely stored for seven years, with each absence documented alongside reasons and evidence where required.

Unexplained absences trigger immediate action:

- Parents receive same-day SMS/email notifications via Infinite Insights
- If no response is received within 24 hours, Form Teachers call home
- If no contact is made within 7 days, students are marked as truant and formally reviewed

To ensure attendance reflects genuine learning, we use a composite Student Engagement Score based on:

- Live class attendance
- Assignment submissions and punctuality via Canvas LMS
- Interaction metrics (e.g. login frequency, time on page, class polls, breakout rooms)
- Teacher-recorded participation and camera-on presence
- Use of learning tools such as AI study notes and class recordings

This score is reviewed weekly by Form Teachers and Deans. If a student is attending but not engaging (e.g. missing assignments, reduced participation), they are flagged within 48 hours for follow-up and support.

We operate a STAR-aligned (Stepped attendance response) tiered intervention system:

- Tier 1 ( $\geq 90\%$ ): Monitored; reinforced through positive reinforcement and parent visibility
- Tier 2 (80–89%): Triggers teacher outreach, student check-in, and parent contact
- Tier 3 (70–79%): Individualised Attendance Improvement Plan (AIP), plus counselling and SENCo referral if needed
- Tier 4 ( $< 70\%$ ): Case management approach; escalated to the Principal if unresolved

To verify academic participation and prevent disengagement, we implement:

- Two-camera Zoom protocols during internal assessments
- 9(2)(b)(ii) plagiarism detection and Google Docs version history
- Real-time oral defenses for major assessments
- Activity logs tracking time-on-task, interaction, and revision behaviours

All student interactions (calls, meetings, intervention records) are documented in our SMS. Families have 24/7 visibility over:

- Class-by-class attendance
- Weekly engagement scores
- Assignment submissions and teacher feedback

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

- Progress reports (3–4 times/year)

Each term, we audit and cross-analyse attendance, engagement, and achievement data — disaggregated by gender, ethnicity, and year level — to inform targeted teaching and pastoral strategies. These insights feed into our internal Self-Audit and Performance Reports submitted to the Charter School Authorisation Board.

AIA ensures distance learning is not passive or unsupervised. We embed home supervision checks, require verified logins, and provide community-based learning hubs (e.g. local libraries or partner sites) for students with barriers to device or internet access.

#### **14. Demonstrate how you will provide pastoral care for distance students, including online safety and adequate supervision of students aged under 16 years.**

##### ***Dedicated Form Teacher and Dean Support***

- Every student is assigned a Form Teacher, who meets with them weekly in small groups during “Form Time”. These sessions include academic check-ins, wellbeing conversations, and community-building.
- Form Teachers monitor weekly attendance, engagement, and participation. Any wellbeing or attendance concerns are escalated to the Dean, who initiates early intervention.
- Deans maintain weekly oversight of student wellbeing across their House and coordinate support from the SENCo, Counsellor, and external agencies where appropriate.
- All pastoral conversations and interventions are logged in the SMS and reviewed fortnightly by the Pastoral Leadership Team.

##### ***Supervision for Under-16 Students***

- For students under 16, daily parental confirmation of at-home supervision is required. Parents complete a one-click declaration in Infinite Insights each morning.
- Our systems ensure students cannot join classes unless logged in from approved, verified student accounts.
- For students without adequate home supervision or digital access, AIA will partner with local libraries, NumberWorks’nWords centres, and community groups to offer hybrid attendance from safe, staff-monitored learning hubs.

##### ***Online Safety Infrastructure***

- All students must agree to our Online Safety and Acceptable Use Policy during onboarding.
- We implement a two-camera Zoom protocol during assessments and sensitive discussions to ensure safety and prevent misuse.

9(2)(k)



##### ***Structured Wellbeing and Personal Development***

- AIA delivers a structured Learning for Life (LfL) programme each week, covering:

### Readiness to meet performance outcomes

The requirements for this section are to demonstrate your readiness to open in 2026 and how your school will deliver outcomes against the Performance Management Framework.

- Digital citizenship and online safety
- Mental health, emotional literacy, and self-regulation
- Relationships, social inclusion, and resilience
- Financial literacy, careers, and life skills
- This is delivered in a small-group setting by trained teachers and supported by our pastoral deans and counsellors.
- Participation is tracked and contributes to each student's Personal Learning Profile.

#### **Professional Mental Health and SEN Support**

- A registered school Counsellor is available for referrals or scheduled sessions. All students can self-refer via Infinite Home.
- AIA's SENCo coordinates Individual Education Plans (IEPs) for students with learning or behavioural needs and provides scaffolding strategies to classroom teachers.
- Where serious safeguarding or behavioural concerns arise, multi-agency case management may be initiated with external child protection or family services.

#### **Parent Engagement and Oversight**

- 9(2)(b)(ii) [redacted]
- Monthly parent forums and newsletters share updates on school culture, wellbeing data, and resources.
- Formal parent-teacher meetings occur twice yearly, with additional calls scheduled for students flagged at risk.
- An optional Parent WhatsApp Group allows families to connect for peer support.

#### **Appendix:**

- Social Life at CGA:
  - [A Day in the Life of an Online School Student - CGA Virtual School Tour](#)
  - [CGA Social Day Highlights Video](#)

9(2)(b)(ii)

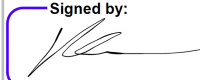
#### **Comments on draft agreement**

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

[insert 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 / disagree]
Collection of further information:	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none"> <li>collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.</li> <li>use such information in the assessment of this Application.</li> </ul> <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>	[agree / disagree]
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 / disagree]
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 / disagree]
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 / disagree]
Conflict of Interest detail:	[Detail if you have declared an actual, potential or perceived conflict] None	
Signature:	<p>Signed by:</p> 	
Full name:	Penelope Barton	
Title / position:	Director	
Name of organisation:	Aotearoa Infinite Academy Limited	
Date:	15-May-25	