



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.
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 for education at our school is to provide a knowledge-rich, classical-style curriculum, explicitly taught by subject experts. We wish to cultivate wise, articulate young people who are equipped to lead fulfilling lives, contribute meaningfully to their communities and beyond, and be active, engaged participants in our democracy and economy.

In Latin, “altum” is an adjective that means both “high” and “deep. It is derived from the Latin verb “alo, alere”, which means “to nourish” or “to grow”. The sense of height and depth in “altum” reflects the idea of something elevated or profound. Altum Academic will support the development of students’ academic excellence and good character. The school will provide a supportive and nurturing environment based on traditional Christian values and principles. The curriculum will not be deliberately Christian however some resources may be Christian based or have a Christian ethos.

We are inspired by educationalists such as E.D. Hirsch and Katharine Birbalsingh of the Michaela Community School in London. We are committed to the principle that education requires hard work and intellectual challenge, and that students require a strong base of common knowledge to succeed in education and life. This is reflected in our slogan, “Alta per ardua” meaning “high things through difficult things.”

We believe that there is an increasing demand for schools that provide a traditional approach to learning. This is particularly so in the Wellington region where there are very few options available to parents. However our intention is to open multiple campuses across the country over time.

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

We are motivated to establish our school by the lack of availability of this style of education, particularly in Wellington, but also more generally throughout the country. A knowledge rich, explicitly taught approach to education is evidence-based and is there is growing recognition of this throughout the world. While we are aware that the New Zealand Curriculum is currently being redeveloped to be knowledge rich, we do not believe that New Zealand teachers are currently being trained in a way that will get the most out of it. As a charter school, we would be able to ensure that our teachers are experts, not only in their subject matter, but also able to teach it using direct, explicit practice. We aim for our school to not only support academic excellence for our students, but to become an exemplary model for other schools when the revised New Zealand Curriculum is implemented; a tangible example of best-practice in education.



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.

3. What are the key educational features of your proposed charter school | kura hourua including (but not limited to):
- Secondary qualification system (if applicable)

Our school will start with Years 7, 8 and 9. For these year groups, our key focus will be on using resources that will support students' progress in English, humanities, mathematics, science, Latin, and Te Reo Maori as a second language. We are considering a variety of curriculum resources including Memoria Press, Cambridge, "Reading Reconsidered" (Doug Lemov), and Direct Instruction (used by the Mastery School). For Te Reo we will use a decades-old Correspondence School curriculum, developed by educationalists Linda and Monte Ohia.

Our focus will be on advancing our students as effectively and efficiently as possible using the best methods and techniques available. When our first cohort commences Year 12 in 2029, we will seek to align our approach to the revised NCEA. We look forward to the completion of the NCEA review and anticipate its alignment with the new knowledge-rich curriculum NZC. At that point, should it meet our needs we will use the new NZC, supplemented with other resources. If the revised NZC/NCEA does not meet our needs for core subjects, we will consider frameworks such as Cambridge for both curriculum and credentialling.

Regardless of our ultimate curriculum choice, we will focus on bringing all Year 13 students up to New Zealand scholarship level, and will design our Year 13 programme to support this aim. We will expect all students to undertake at least one scholarship examination. This approach will result in extremely high academic standards and expectations, and prepare all of our students to attain their potential.

- Cultural approaches (bilingualism etc)

Te Reo

Our Te Reo curriculum was developed by Linda and Monte Ohia. Monte Ohia was a well-qualified academic, with BA and BSc degrees, and a masters degree in educational administration. He was working on a doctoral thesis on Maori transformation at the time of his death. However, it is said that his greatest strength was in translating theory and policy into action. This is reflected in the Te Reo curriculum that he and his wife developed, which we consider to be an unrecognised national taonga. Its knowledge-rich, explicit teaching methods are wholly aligned with our educational philosophy.

Latin

Another key cultural asset will be our Latin programme. It is important to remember that English is a marriage of two languages – the Germanic dialect spoken by the Anglo-Saxons, and Norman French, derived from Latin. We all understand the importance of phonics, which is the systematic study of the correspondences between spelling and sound, to the development of early readings. Latin is the next step after phonics in the continuing systematic study of English, to support vocabulary acquisition and reading skills.

Latin provides the root words for all of the modern sciences; it is the language of law, government, logic and theology; and studying it is arguably the most efficient way to learn English grammar. According to Cheryl Lowe, founder of Memoria Press, everything from the ancient world has come to us filtered through the Latin language. Latin is a missing element in modern education, doing for the language side of the curriculum what maths does for science. It is the language of Western civilisation; the mother tongue.

- Curriculum approach

As above.



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.

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

At present, to obtain an education even partially like the one we are planning for Altum, families must pay many thousands of dollars per year in private school fees. Altum will be cost-free to families, thereby supporting equitable access to a knowledge-rich, explicitly taught, classical education model. We have surveyed approximately 500 families in the Wellington region. Of the 70 respondents, 91.3% were interested in sending their child/children to the school, and 54.3% of these had a child or children entering Year 7, 8 or 9 in 2026.

Contribution

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

Currently there are limited if any options for a traditional, classical approach to education. As noted above, schools that are even partially aligned with this approach are generally private and prohibitively expensive for most families.

Altum will be unashamedly academic, and we will support all students to attain the level of literacy and mathematics required to access our curriculum, especially in Years 7-9. The Curriculum Insights and Progress Study, among other data, shows that far too many young New Zealanders do not attain the expected levels of achievement in these key skills by the end of the primary years. We will be prepared to meet this challenge with specialised remedial programmes.

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

Our educational approach is evidence-based. As Education Minister Stanford has said, a knowledge-rich, explicitly taught education is the best means of ensuring that all students reach their potential, especially those who are socio-economically disadvantaged. Conversely, it is those students who are most negatively affected by the socio-cultural, constructivist methods that currently predominate in our classrooms. Thus, Altum stands to contribute to reducing the equity gaps that have become a shameful hallmark of New Zealand's public school system.

While we are aware that New Zealand will soon have a knowledge curriculum, we are not convinced that the current teacher force will be capable of teaching it. The initial teacher education programmes run by New Zealand's universities will have very little focus on the explicit, direct instructional methods that are required to successfully deliver a knowledge-rich curriculum.

We want Altum to be a beacon to orient our beleaguered school system towards excellence with equity. We will demonstrate that all young people, regardless of ethnicity or socioeconomic circumstance, can be set on pathways to lives of economic, cultural and spiritual abundance.



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.

Attached.

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

We have a robust governing body which includes Ben Shaw, founder and director of Active Chartered Accountants. Part of Ben's role on the trust board is to provide financial insight and input for the strategic direction and financial stability of the school. In addition to this, we are considering engaging a virtual CFO (Eden Palmer Prewett Limited) who has experience with administering the finances of another charter school. This engagement would be agreed at a fixed monthly rate covering an outsourced finance function. Furthermore, we have made an application for charitable status and expect to receive confirmation of this in the coming weeks. We are also exploring opportunities for funding partners to enhance the long-term financial capability of the school.

Workforce

3. Estimate the number and types of staff required (e.g., registered teachers, LATS, administrative staff).

Year 1:

1 x principal
3 x full-time teachers
1 x teacher aide (contracted)
1 x receptionist/office manager (contracted)
Te Reo teacher (contracted)
Art teacher (contracted)

Year 2:

1 x principal
4 x full-time teachers
2 x teacher aides (contracted)
1 x receptionist/office manager (contracted)
Te Reo teacher (contracted)
Art teacher (contracted)

Year 3:

1 x principal
1 x deputy principal
4 x full-time teachers
3 x teacher aides (contracted)
Te Reo teacher (contracted)



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 starting point when determining teacher salaries will be the top level of the teacher pay scale, with the potential for higher pay based on factors such as qualifications, work record, expertise, etc. Likewise, the salary will be adjusted downwards for less qualified, newly skilled teachers.

4. Highlight qualifications and experience needed for key positions.

We will recruit either registered teachers with expertise in explicit, direct instructional methods, or unregistered teachers with post-graduate qualifications in relevant subjects. We will support all of our teachers to further develop their knowledge of the science of learning and explicit teaching methods (see 5 below). We are also considering using components of the Mastery School model for getting our students up-to-speed via accelerated learning techniques. For this, we may train university students to work intensively and under supervision with our pupils. This would be an effective way of meeting both the shorter-term objective of accelerating the students, as well as a longer-term objective of hiring those best-suited to work full-time in our school once they graduate.

5. Describe retention programs and professional development opportunities.

Teachers will be supported with consistent resources aligned with the science of learning following research and insights about how human beings acquire knowledge effectively and efficiently.

Drawing on education, linguistics, psychology, neuroscience and cognitive sciences to further our understanding of successful learning and how to optimally teach, we will design sequences of learning that enable all students to experience success. Teachers will engage in PLD opportunities which support their understanding of scope, sequence and pace in lessons. Rosenshine's (2012) ten principles will help guide our planning and delivering of the curriculum from the macro (our syllabus) to the micro (individual lessons).

When teachers, like students, experience success they want to do more. Our retention programme will be the success of our students and staff, and the way in which Altum will demonstrate to them that they are valued.

Assets

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

We are actively considering several options for premises.

9(2)(b)(ii)



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)

Other options

Should it become available within our timeframe we are also actively considering the Cardinal McKeefry School site in Wilton which we understand may be available for lease or purchase in the near future. 9(2)(b)(ii)

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

The property requirements are relatively simple. Warm, dry, quiet spaces with enough room for the students to be seated in rows facing a screen/board. Distractions from extrinsic factors will be minimised.

Subject to application approval we will negotiate the final lease agreement.

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

Clean, warm, dry, quiet classrooms with space for 1:1 desks and seating is a key component. Bathroom facilities will be maintained to be clean and modern. There are no significant further requirements for teaching space maintenance beyond minimising distracting items such as extra furniture and large displays.

Funding information is outlined in the financial planning document.

Creation and adoption of a comprehensive asset management policy which draws on the principles and guidelines contained in the Financial Information for Schools Handbook (FISH). Board of Directors to engagement in 10-year asset planning procedures. Adoption and adherence to other key policies such as sensitive expenditure and comprehensive delegation of authority's framework to be adopted and administered by the board. The underlying policies will be guided by FISH.

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



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 do not intend to use online learning for our initial year groups. We plan to introduce a limited amount of online learning from Year 11, and will work on ways to implement this over our first two years of operation.

The scope and sequence of lessons will be delivered by the teacher both online using digital slide decks for explicit teaching and whiteboard work.

Students will largely work on whiteboards, in books, and in textbooks where appropriate.

Access to online digital teaching and resources will be judicious and purposeful. Some use of digital tools will be needed in the senior classes to support their learning. In the junior school this will be largely restricted to online assessment tool use and possibly support to learn efficient use of technology through typing and teaching of software tools.

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

As above, our school will be largely device-free for the younger students. We are informed by the likes of Jonathan Haidt, author of *The Anxious Generation*, and Johan Hari – *Why You Can't Pay Attention*. We will develop a plan for ensuring the older students have access to technology where necessary, while limiting the risk of its damaging effects.

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

Classical model and traditional values

The classical model of education and the wealth of knowledge and culture that it brings is a fundamental cultural asset of our school. We are also inspired by and seek to follow key elements of Katharine Birbalsingh's Michaela Community School. As outlined in Birbalsingh's book *The Power of Culture*, for pupils who attend their school success comes from focussing on higher goals: becoming well educated and aspiring to contribute to society. In turn, the school has a responsibility to create such strong positive influences that pupils are able to overcome obstacles. The only way in which to do this is to cultivate a powerful school culture. The three values that underlie this powerful school culture at Michaela, which we support and seek to emulate, are personal responsibility, duty, and a belief in legitimate authority.

Personal responsibility empowers students to become masters of their own fate. A focus on duty eradicates complacency and builds the discipline which is necessary to succeed. Belief in authority allows teachers to take charge and impart the knowledge of their subjects and the habits for success.

Te Reo: Our knowledge-rich, explicitly taught Te Reo programme is also a cultural asset. There are numerous benefits to learning a second language, including improved cognitive function and problem-solving skills. Learning a second language also makes it easier to learn a third language as it develops a foundation in linguistics principles, and a proficiency in recognising patterns between languages. We see no reason for children in our country to not learn a second language and obtain all the benefits of doing so, as do most children in Europe.

There are several reasons for Te Reo being the second language we have chosen for our school.

- (1) In a small school such as ours, we can only offer one second language (at least initially).
- (2) It makes sense to choose the indigenous language of our own nation.
- (3) We believe that our country is currently at a crossroads, where we can choose either a path of separation of the peoples, or a joining together. We support a joining together and believe that the



Business planning – Finance, workforce and assets

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conjunction of expertly-taught Te Reo and Latin programmes overseen by experienced kaiako/teachers will support this objective.

We hope to be able to offer languages in addition to Te Reo as our school grows.

Latin

Latin is also a key feature of our school programme. Latin is the mother tongue of Western civilisation and a key to the door to the English language. Latin also helps pull together and consolidate knowledge. As outlined by Cheryl Lowe, founder of Memoria Press, because it has been the language that has transmitted our cultural heritage for over two thousand years, it pulls together language arts, history, geography, culture, art, architecture, music, values, religion, government, science, and maths. "Everything in the modern world seems to be related to Latin and the ancient and medieval cultures that spoke it. By examining the roots of our culture in its mother language, knowledge begins to integrate itself naturally".

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

In addition to Te Reo we will incorporate Maori culture and history into our learning programme, and will seek to have a school kaumatua. We aspire to establish a foundation for a true national identity; just as the English identity emerged from the confluence of Anglo-Saxon and Norman French 1,000 years ago. Our vision is for a school and nation in which our Western culture is celebrated and revered alongside our Maori culture.



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.

Lorraine Taylor-Tams:

After teaching continuously for 37 years and being a school principal in New Zealand for the last 20 years, I believe I have had three or four “ah ha” moments that have propelled my thinking forward.

The most recent realisation is the absolute importance of routines, rigour, deliberate teaching, cognitive load, the science of learning, and reduction of extrinsic distractions. When students and teachers have clear expectations, all of the scaffolding they need, a clear scope and sequence, and continuously built-in opportunities for repetition and retrieval, then the learning sticks.

“Learning is sticky” has been a mantra for us, and that “the role of the teacher is to cause learning” – Dylan Wiliam. We are in the business of learning and as such we need to teach the “stuff” not the “fluff”. When students have confidence, they can learn and that anything they are still unsure on will be repeated and revised again and again, using Hermann Ebbinghaus’ Forgetting Curve research. This helps us to better understand the theory that sits behind the evidence that has been replicated, empirically, ever since by cognitive scientists.

When we are clear about what needs to be taught, when we have built-in opportunities for retrieval, practice and repetition, when we reduce inconsistencies between teachers and content taught, and when students feel success, their attendance, achievement, progress and general well-being is hugely advantaged and enhanced. I have led four outstanding and successful schools over the last 20 years, have been a member of the Ministerial Advisory Group on Curriculum in 2024, and frequently speak at conferences on partnerships with parents and whanau as well as reporting and assessment. The recent Parent Portal developed by the Ministry of Education was launched by Minister Stanford at our school on Sunday, 4 May 2025.

Governance and leadership

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

The school will be governed by the Altum Academic Charitable Trust whose members have a wide range of experience and complementary skills:

Dr Michael Johnston - Senior Fellow at the NZ Initiative, leading the initiative’s work on education (**Chair**)

Lorraine Taylor-Tams – Principal of Silverstream School

Dr Helen Walls – Literacy specialist and owner of consultancy business *The Writing Teacher*

Jonathan Ayling – Chief Executive of the Free Speech Union

Jane Stewart – Policy analysis and homeschooling background

Ben Shaw – Chartered accountant, founder and Director of Active Chartered Accounting

In addition to the expertise of our board members, we are delighted to be receiving ongoing advice and support from ex-Wellington College principal Roger Moses.

We are also receiving legal support and advice from lawyer Fintan Devine, founder and Principal of Wellington based firm, Devine Law.



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.

3. 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.

There is significant demand for a classical, knowledge-rich, explicitly taught educational model but extremely limited provision of this in New Zealand, particularly in the Wellington region. The skilled teachers we employ will maintain the interest and commitment of our students as the knowledge-rich approach is inherently motivating. This will be supported by our values-based approach and the high expectations we set for our students and school in general. In addition, the families we attract will have a strong commitment to ensuring their children attend school.

4. 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.

Our initial leadership structure will be made up of the principal as Learning Director, and the teaching staff. Our principal will be the leader of learning and not a “shadow leader”.

Community

5. 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.

In addition to the interest we have received via our survey, we understand that private schools in Wellington are significantly oversubscribed, as well as being out of reach for most low-medium income families even if there were unlimited spaces available. We are aware that Wellington Hills Christian College is also oversubscribed with a high number of prospective students on their wait-list.

6. 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.

a. Identify the stakeholders who have been consulted and what the consultation was

- We have established a strong relationship with ^{9(2)(a)} [redacted] _{9(2)(a)} [redacted] is very supportive of our proposed school and has expressed a willingness to work collaboratively with us, including sharing charter buses should we set up in Johnsonville. We are incredibly grateful to have also been offered the use of the school’s science laboratory, on a year-by-year basis for as long as they can provide this.

• _{9(2)(b)(ii)} [redacted]

- We have established strong connections with a number of new charter schools, with whom we are philosophically aligned and who have expressed strong support for us. These include:
 - Pared NZ – Totara Point School
 - Twin Oaks Classical School



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.

- Mastery Schools NZ

- We have developed a strong relationship with ^{9(2)(a)} in Auckland. ^{9(2)(a)} uses the Cambridge curriculum exclusively and has been a wealth of support and knowledge.
- We have recently met with ^{9(2)(a)} who has been on a 12-year journey researching the knowledge-rich, explicit-teaching approach to education. This has led him to visit the Michaela School in London and multiple schools throughout Australia. ^{9(2)(a)} is extremely supportive of our planned school, has provided us with useful resources, and will be presenting his findings and knowledge to our full board in the near future.
- We have initiated contact with a number of teachers of Te Reo including ^{9(2)(a)} of Wellington, and ^{9(2)(a)} both of whom have expressed strong support for our school and a willingness to help us find prospective kaiako/teachers. ^{9(2)(a)} has also indicated a potential interest in providing oversight of our Te Reo programme.
- We have also had discussions with ^{9(2)(a)} who has also expressed support for our school.

b. Describe the community consultation activities that have occurred or are planned

We have received a high level of interest in response to our survey. We intend to organise an in-person community evening once we have engaged a principal.

c. Describe how this has informed your decisions about your charter school, identifying where there is risk and where there is support for your school.

We have identified that there is considerable support for our school. As a no-fee school with open entry and an evidence-based approach to education, along with substantial community support, we consider that the opening of our school poses low/minimal risk.



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.

A typical day for our students is outlined below:

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Humanities	Humanities	Humanities	Humanities	Humanities
Maths	Maths	Maths	Maths	Maths
Science	Science	Science	Science	Science
Te Reo	Te Reo	Te Reo	Art	Music
Latin	Latin	Latin	PE	PE

The classes may obviously be shifted so that some subjects are held as double-periods. Double-science classes will be useful for experiments and more in-depth work. There will be significant overlaps between English and humanities and these may also be provided as double periods. However, as a basic outline these are the subjects we aim to cover each day. In order to include this number of periods in a day we are considering an early start time and later finish (as with the Michaela School in the UK, and the Christchurch Mastery School). Alternatively, we could shorten humanities classes coming straight after English – or carry out a combination of the two (i.e. slightly shorter periods with slightly earlier/later start and/or finish times).

Depending on the level at which students are assessed to be at upon entry to our school, we may substitute Term 1 and 2 Te Reo to accommodate more accelerated literacy and/or numeracy intervention – for example, using Doug Lemov’s reading programme, Direct Instruction accelerated learning, Helen Walls “Essential Resources: A teaching handbook and student workbook for supporting older students who still need practice with the foundational skills of spelling, handwriting, and sentence-writing”, and/or other intervention programmes.

Art: As with all of our subjects, art will be taught explicitly. Following the Michaela model and the principles of explicit teaching, mastery will come first, creativity second. Our philosophy is that students need to be able to draw and paint well before they can articulate their own ideas well. We believe that if students become confident artists first, they will later become so much more creative because of it.

Music: Our music classes will also follow the Michaela model and will primarily involve whole class singing instruction, rather than an attempt to provide specific instrument instruction for multiple students – which we would consider would be an inefficient use of our school time and an unrealistic objective. We will also take an inspirational approach and will expose the children to a wide range of types of music, including by bringing in local musicians and singers to perform.

PE: Physical education will likely involve periods of instruction and practice games in a particular sport – for example, football. ^{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.

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	<p>Payroll solution: SchoolEd – outsourced payroll providers who specialise in state school payroll processing which we determine to be more than adequate for charter school arrangements.</p> <p>We have received a significant level of interest from prospective teachers already. This includes an unsolicited expression of interest from an international candidate in the role of principal (please see attached); local interest in the principal role; registered teachers, and non-registered individuals who are experts in particular subject areas – for example, Latin, history, civics, maths, and science.</p> <p>We will develop a best-practice recruitment process by which the most suitable candidates will be selected for the available roles.</p> <p>We will outsource Peninsula HR NZ which provides solutions for all HR and H&S policies and procedures (right down to drafting employment agreements and dispute resolution etc).</p>
Curriculum	<p>Our curriculum will be made up of a combination of programmes such as Memoria Press, Direct Instruction, Cambridge, Doug Lemov’s reading programme, Helen Walls “Essential Resources”: A teaching handbook and student workbook for supporting older students who still need practice with the foundational skills of spelling, handwriting, and sentence-writing”.</p> <p>Te Reo curriculum (complete Correspondence School curriculum from 1990s)</p> <p>NZ curriculum from Year 11/12.</p>



Readiness to meet performance outcomes

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	United States-based The Good and the Beautiful resource as supplementary homework for literacy and numeracy.
Roll	Expressions of interest submitted, prospective students interviewed and enrolled. Every family will meet with the school team to discuss expectations and the partnership with parents.
Health and Safety	Peninsula HR NZ (as above). Health and Safety committee established. Policies and Procedures aligned with Worksafe and Ministry of Education requirements.

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?

The explicit teaching model involves close monitoring of progress, noticing early if students are falling behind, and providing additional support and intervention to catch them up.

Mastery School methods, including the use of Direct Instruction resources, Doug Lemov's reading programme, etc. will be used where appropriate.

A clear scope and sequence will be taught from all areas of the curriculum using whole class teaching and with sufficient pace, repetition, pair work, independent work, group work, and opportunities for revision and retrieval.

Formative assessment strategies will be deployed across classrooms on a daily basis to give immediate feedback to teachers and students on what has been understood during the lesson. Understanding what has been learnt is clear when the teacher uses revision built into lessons so that students retrieve information days, weeks, or even months later.

Summative assessment tools will be used when and where appropriate. These may include the use of PATs or new tools developed by the Ministry of Education. External to NZ tools may also have a place in terms of summative assessment, for example, Direct Instruction programme assessment tools used by the Mastery School.

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

Teaching staff will be part of a reflective practice professional growth cycle aligned to the requirements of the Teaching Council guidelines. They will also be part of ongoing improvement with regular observations and a clear scope and sequence to teach with.

Professional Learning Development will be supplemented with instruction for teachers on the work of Craig Barton in "Education Myths: Evidence-Informed Guide for Teachers", and Daisy Christodoulo's work on "7 Myths in Education", that are holding back pupils and teachers, namely:

- Facts prevent understanding



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.

- Teacher-led instruction is passive
- The 21st century fundamentally changes everything
- You can always just look it up
- We should teach transferable skills
- Projects and activities are the best way to learn
- Teaching knowledge is indoctrination

These myths will be unpacked with reference to the principles of modern cognitive science; moving on from the way we have let teachers and pupils down by promoting and even mandating evidence-less theory.

We will also be informed by Doug Lemov's "Teach Like a Champion", whose principles and practices are also followed at Katharine Birbalsingh's Michaela School.

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

- Regular walk-throughs
- Weekly whole staff meetings
- Clear scope and sequence teachers will follow

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

In general terms

Constant checking in and monitoring of staff performance and student performance in terms of behaviour, academic outcomes, progress and well-being. Hermann Ebbinghaus' Forgetting Curve research helps us to better understand the theory that sits behind the evidence that has been replicated, empirically, ever since by cognitive scientists.

Multi-Tiered Support System to Enhance Student Access and Achievement

Our school is committed to ensuring that all students have equitable access to a high quality curriculum that fosters both foundational skills and deeper learning. We will implement a robust multi-tiered system of support that strategically addresses the diverse learning needs of our students in literacy and numeracy. This framework comprises three interconnected tiers:

Tier 1: Universal Core Curriculum

Our Tier 1 curriculum in literacy and numeracy forms the foundation for all students. It is designed to be engaging, rigorous, and aligned with expected learning outcomes.

Tier 2: Targeted Intervention and Enrichment

Tier 2 provides differentiated support for students who require additional assistance or advanced learning opportunities: Literacy Intervention (Phonologically-Based): For students needing to build foundational literacy skills to access the Tier 1 curriculum, we will implement explicit, instructional, and evidence-informed small-group interventions rooted in phonological principles.

Numeracy Intervention (Maths-Mastery): Similarly, for students requiring further support in numeracy to engage with the Tier 1 curriculum, we will offer explicit, instructional, and evidence-informed small-group interventions based on a maths-mastery approach.

Tier 3: Intensive Individualised Support



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.

Tier 3 provides intensive, one-on-one support for a very small number of students who require significant additional assistance to access the Tier 1 curriculum. These resources will be tailored to meet individual student needs and provide targeted strategies for growth.

Rationale and Impact

This multi-tiered approach is grounded in the understanding that students learn at different paces and require varying levels of support, even within a whole class teaching programme. By implementing these targeted interventions and enrichment opportunities within a cohesive framework. We aim to:

Enhance Access: Ensure all students can meaningfully engage with the core Tier 1 curriculum.

Accelerate Learning: Provide timely and effective support to close learning gaps.

Deepen Understanding: Offer opportunities for advanced learners to extend their knowledge and skills.

Maximise Student Potential: Foster a learning environment where all students can thrive and achieve their full potential.

This multi-tiered system of support will significantly contribute to improved student outcomes, ultimately leading to greater overall academic success.

11. Outline strategies for addressing academic underperformance.

Creating Floors Not Ceilings for Students

Understanding the drivers that have put the student in the position of underperforming is key. Good educational outcomes are exactly that, outcomes of all the other things that have been put in place; when they all work well together the outcomes speak for themselves.

The strategies deployed for academic underperformance will be determined by understanding what has led to that in the first place. Initially given the current educational landscape in New Zealand we expect to have to put significant time and effort into “catching up” students to where they need to be in Year 7, 8 and 9.

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

We have a crystal-clear focus on:

- Scope and sequence for curriculum design
- Pace in lessons
- Whole class teaching
- Repetition and retrieval
- Cognitive load including work on the significance of extrinsic load
- Mastery
- Excellent behaviour
- Significantly reduced screen time
- Knowledge rich curriculum
- Partnerships with families

This design is informed by multiple evidenced-based researchers and research methods across the world, including but not limited to:

Daisy Christodoulou



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.

Craig Barton
Dylan William
Doug Lemov
Oliver Lovell
Sarah Wynn Williams
Victoria Berhardt
Tom Sherringham
Nathaniel Swain
Carl Hendrick
Tom Bennett
John Hattie
Katharine Birbalsingh

Requirements for distance learning

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

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).

N/A

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

N/A



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).

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Application declaration

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

Topic	Declaration	Applicant's declaration
Application Process, Terms and Conditions:	I/we have read and fully understand this Application, including the Process, Terms and Conditions. I/we confirm that the Applicant/s agree to be bound by them.	Agree
Collection of further information:	<p>The Applicant/s authorises the Charter School Agency and the Ministry of Education to:</p> <ul style="list-style-type: none">• collect any information about the Sponsor, except commercially sensitive pricing information, from any relevant third party, including a referee.• use such information in the assessment of this Application. <p>The Applicant /s agrees that all such information will be confidential to the Charter School Agency and the Ministry of Education.</p>	Agree
Use of Information:	The Applicant/s agree that information provided as a part of the fit and proper persons test can be shared with appropriate third parties engaged to undertake the necessary reviews.	Agree
Draft Agreement:	The Applicant/s accepts the General Terms and Legal Schedules of the Agreement and confirms that they have prepared their application on the basis that no amendments to the General Terms and Legal Schedules will be considered.	Agree
Conflict of Interest declaration:	The Applicant warrants that it has no actual, potential or perceived Conflict of Interest in submitting this Application or entering into a Contract to deliver the Requirements. Where a Conflict of Interest arises during the Application process the Applicant /s will report it immediately to the Charter School Agency and the Application Point of Contact.	Agree
Conflict of Interest detail:	[Detail if you have declared an actual, potential or perceived conflict]	



Application declaration

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

Signature:	
Full name:	Jane Eileen Stewart
Title / position:	Trustee
Name of organisation:	Altum Academic Charitable Trust
Date:	16 May 2025

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Form B. Governing Members Statutory Declaration Form

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

I MICHAEL BRIAN JOHNSTON

9(2)(a)
of

being a governing member for ALTUM ACADEMIC TRUST (CHAIR)

in my capacity as TRUSTEE

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

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

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

Serious Criminal Activity	Has the governing member been convicted of serious criminal activity which is defined in section 10(1) as "serious criminal activity means any offence involving fraud, violence, or harm to children, any sexual offence, or any crime involving dishonesty".	No	<i>If yes, please provide details of the serious criminal activity.</i>
Bankruptcy and Director/Promoter Prohibitions	Has the governing member been <ul style="list-style-type: none"> • adjudicated bankrupt under the Insolvency Act 2006? • prohibited from being a director or promoter of, or being concerned or taking part in the management of, <ul style="list-style-type: none"> ○ a company under the Companies Act 1993 or ○ any other body corporate? 	No	<i>If yes, can you provide details such as a bankruptcy records or declarations regarding prohibitions?</i>
Interventions in Other Charter Schools	Has an intervention been applied in relation to another charter school of which the person is or was a governing member of the sponsor?	No	<i>If yes, what were the circumstances and outcomes of such interventions?</i>
Breaches of Statutory Duties	Has the person committed a serious or repeated breach of their statutory duties as a governing member of the sponsor?	No	<i>If yes, can you provide details of any such breaches and measures taken to address them?</i>



Form B. Governing Members Statutory Declaration Form

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

Other Relevant Matters	Are there any other factors or concerns that should be considered in assessing the governing member's fitness and propriety?	No	<i>If yes, please detail what these factors or concerns are and how you would address them.</i>
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DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

Governing member Signature:

Declared at:

Wellington

Official Witness Name

9(2)(a)

Official Witness Signature

Date:

15 May 2025

9(2)(a)



Released under the Official Information Act 1982



Form B. Governing Members Statutory Declaration Form

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

I Jonathan Ailling

of 9(2)(a)

being a governing member for ANUM Academic Charitable Trust

in my capacity as trustee

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

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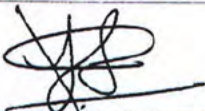


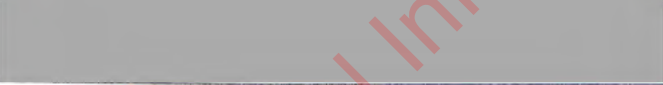
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DECLARATION

I make this solemn declaration conscientiously believing the same to be true and by virtue of the Oaths and Declarations Act 1957.

Governing member Signature:			
Declared at:	9(2)(a) 		
Official Witness Name			
Official Witness Signature			
Date:	13/05/2025		

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Proposed classical charter school to be established in Wellington

Good morning/evening

We are applying to start a new classical education charter school in Wellington, to open at the commencement of the 2026 school year. The school will start with Years 7, 8 and 9 in Term 1 2026. It will add one year level each year, until it provides for Years 7 through to Year 13 by 2030.

The school will have a knowledge-rich curriculum and explicit teaching, with a strong emphasis on the core subjects of English, humanities, mathematics and science. Additional subjects will include Te Reo (additional language options may become available as the school grows), Latin, Music, Art, and PE. The school will take an unashamedly academic approach. Students who lack prerequisite knowledge, particularly in the fundamental areas of literacy and mathematics, will be provided with effective teaching to catch them up.

The school will not charge fees.

Depending on the location and demand, chartered school buses may be available as an option for transport to and from the school.

Please let us know by Monday 12 May if you would have an interest in sending your child/children to the school.

We apologise for this short time frame, applications for new charter schools are due soon. All information submitted will be kept confidential and will not be shared with third parties.

Altum Academic Charitable Trust

* Indicates required question

1. I/We would be interested in the possibility of sending my child/children to this school

Mark only one oval.

Yes

No

2. I/We have a child or children entering Year 7, 8 or 9 in 2026 *

Mark only one oval.

Yes

No

3. Email address *

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Proposed classical charter school to be established in Wellington

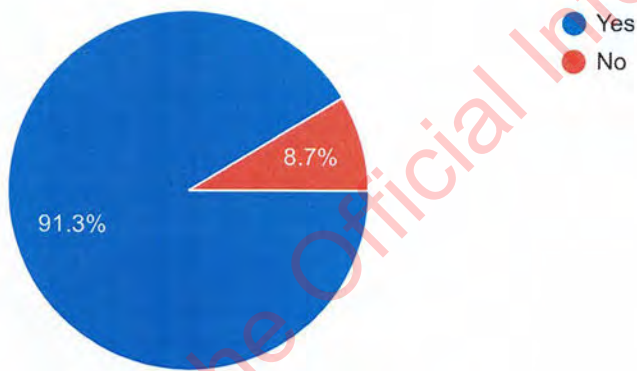
70 responses

[Publish analytics](#)

I/We would be interested in the possibility of sending my child/children to this school

[Copy](#)

69 responses



I/We have a child or children entering Year 7, 8 or 9 in 2026

[Copy](#)

70 responses

