



The Response Form

What you'll need to provide

- A written response to our assessment criteria using sections one-three of **The Response Form** and outlined in application document #4: Our timeline and approach to assessing your application.
- There are no page limits, but you must answer all questions.
- Sign the application declaration at the end of this document.
- If you have new governing members, complete statutory declarations for all new governing members.
- If you have any comments with regard to the draft contract, use section four of **The Response Form**.
- If anything has changed since submitting your stage one application, use section five of **The Response Form**.

This document **The Response Form** is part 5 of 5 application documents. Please make sure that you read all documentation provided including the additional appendixes.

Submitting your application

1. Applications must be submitted electronically through the GETS e-Tender box function no later than **midday; 12:00pm, 11 October 2024**.
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 immediately 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 – Response 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.

Part One. Sponsor Capability

The requirements for this section are to demonstrate the leadership of the sponsor and how the proposed governance structure will support the operations and outcomes of the Charter School.

Questions 1-2: Financial acuity

1. Demonstrate your financial acumen through a profit/loss (P&L) balance sheet for your first three years of operation.
2. Demonstrate how you will use the P&L to influence the governance structure to make decisions for your school and manage financial and business performance.

9(2)(b)(ii)

Questions 3-5: Leadership and community

3. Outline a clear approach to governance that details how your leadership/value proposition will attract families/students to enrolment. It is important to include specific detail here, as the students will be the main source of your funding.
4. How will the governance and organisation structure positively impact student achievement and attendance. Consider the key responsibilities of your teaching workforce in relation to the students and how this will be operationalised day to day.
5. As a leader or potential leader in your community, demonstrate with a stakeholder breakdown how the community consultation, that you have undertaken, has informed your decisions about your Charter School, identifying where there is risk and where there is support for your school.

Approach to Governance and Leadership: Attracting Families and Students

The governance structure of the proposed charter school is designed to create a highly effective and value-driven educational environment that will attract families and students. Our approach is built on several key pillars: whānau engagement, community collaboration, student-centred learning, strong pastoral care, and barrier-free education. These principles will not only differentiate the school but also inspire confidence in families to enrol their children.

1. Collaborative Governance Model: The school will be governed by a board made up of principals from secondary and intermediate schools in the local area. This approach ensures that we tap into the collective expertise of experienced educators with a proven track record of student success. The board will provide strategic oversight and direction, ensuring that the school's vision and values are consistently upheld.

Shared Expertise: By involving local principals in the governance structure, we will leverage their deep understanding of the educational landscape, reassuring families that the school's decisions are supported by sound educational principles and practices.

Transparent and Accountable Governance: The school's governance structure will prioritise transparency, with regular updates to the community and open communication channels. Families will have access to governance decisions and will be involved in key aspects of school development through forums and consultations.

2. Leadership Focused on Student-Centred Learning: The school's leadership will consist of a dedicated principal who will work closely with up to five high-quality teachers and a full-time administrator. Together, they will create a student-centred environment where each child's needs, strengths and aspirations are recognised and nurtured.

Individualised Learning Plans: 9(2)(b)(ii)

Leadership of Learning: Teachers will not only teach but will also take on leadership roles in curriculum development, pastoral care, and extracurricular activities, thereby creating a dynamic learning environment where students feel supported holistically.

3. Value Proposition: Barrier-Free Education: The core value proposition that will attract families is our commitment to providing barrier-free education.

9(2)(b)(ii)

4. Strong Pastoral Care and Wellbeing Focus: The school will have a strong emphasis on student well-being, recognising that emotional and social development is as important as academic success.

Whānau Engagement: The school will engage families as active partners in their children's education. Regular communication and involvement in school activities will create a strong bond between the school and home, ensuring a sense of shared purpose.

5. Community and Cultural Engagement:

Culturally Inclusive Practices: The school will celebrate cultural diversity and incorporate Māori cultural values into its ethos. Families from diverse backgrounds will appreciate a learning environment that acknowledges and respects their heritage and culture.

Engagement with Local Community: We will actively collaborate with local organisations, businesses, and cultural groups to enrich the learning environment. Community involvement will provide additional resources and learning opportunities for students while building a strong community-school partnership.

6. Pathways to Success:

Families will be drawn to the school due to its focus on re-engaging students who may have struggled in traditional schooling environments.

Preparation for Secondary School: The school's clear focus on preparing students for secondary education will provide a pathway to success, ensuring that each child transitions smoothly and confidently into the next phase of their education.

Learning through Relationships: Our ethos will emphasise that learning happens best when strong relationships exist between teachers, students, and families. By fostering these relationships, the school will create a learning environment where every student is known, supported, and challenged to achieve their best.

The school's governance and leadership will attract families and students by offering an education system that is supportive, inclusive, and barrier-free. The emphasis on personalised learning, holistic well-being, and community engagement will resonate with families looking for a school that values their child's individuality and is committed to their success. This leadership approach will build a strong and vibrant school community where students thrive academically, socially, and emotionally, ensuring long-term enrolment and sustainable growth.

Governance and Organisational Structure Impact on Student Achievement and Attendance

The governance and organisational structure of the proposed school, which is designed to re-engage students who have unenrolled or completely disengaged from mainstream schooling, will ensure that students receive the academic and emotional support necessary to re-enter formal education. A core focus will be on providing pathways to success, particularly in key areas such as literacy and numeracy, where Year 10 students will participate in Common Assessment Activities (CAAs). These assessments will measure foundational skills and prepare students for successful transitions into senior secondary schooling.

1. Governance Focused on Re-engagement, Academic Progress

The governance structure, composed of principals from local secondary and intermediate schools, will oversee the school's strategic focus on student re-engagement and academic progress. A key governance priority will be to ensure that all Year 10 students are prepared to succeed in the Common Assessment Activities (CAAs) for literacy and numeracy.

Re-engagement and Academic Monitoring: Governance will monitor how well the school re-engages students academically, particularly focusing on core skills such as literacy and numeracy. Regular reporting on students' academic progress will be essential to ensure that students are making the necessary gains.

Data-Driven Accountability: Governance will use student data to track progress, especially focusing on attendance, academic engagement, and success in literacy and numeracy assessments. This accountability ensures that governance is focused not only on re-engagement but also on academic outcomes.

2. Leadership Structure to Support Academic Growth

The leadership team, led by a principal experienced in re-engaging students, will ensure that the school maintains a strong academic focus while also addressing students' personal and emotional needs, including cultural inclusiveness. The principal will be responsible for integrating literacy and numeracy skills into the programme and ensuring that all students are making progress in their literacy and numeracy skills.

Academic Leadership for Literacy and Numeracy: The leadership structure will include academic leaders dedicated to supporting teaching staff in preparing students for the CAAs. These leaders will ensure that teachers are equipped with resources and professional development to help students achieve in these assessments.

9(2)(b)(ii)

3. Literacy and Numeracy Interventions for Re-engagement

Given the high stakes of disengaged students returning to education, a key priority will be closing gaps in academic knowledge, especially in literacy and numeracy. The school will offer targeted interventions to help students meet key milestones.

Focused Literacy and Numeracy Curriculum: The curriculum will be designed to focus intensively on literacy and numeracy in Years 9 and 10, 9(2)(b)(ii)

Small Class Sizes for Personalised Instruction: Smaller class sizes will allow teachers to work more intensively with students who may have gaps in literacy and numeracy. Teachers will regularly assess student progress and adjust their instruction to ensure all students are meeting the standards required.

4. Key Responsibilities of the Teaching Staff

Teachers will be instrumental in both re-engaging students and ensuring academic progress.

- **Responsibility for Academic Recovery:** Teachers will receive specialised training to address gaps in literacy and numeracy, ensuring they can provide targeted instruction to students. Regular progress tracking will ensure that disengaged students are making up for lost time and are ready to meet the demands of the CAAs.
- **Attendance and Academic Growth:** Teachers will be responsible for closely monitoring student attendance, as this will be a key predictor of academic success. Ensuring regular attendance is critical, particularly in preparing students for success in Year 10 CAAs, as these assessments require sustained academic effort and preparation.

5. Professional Development for Literacy, Numeracy, and Re-engagement


The professional development of staff will focus on providing teachers with the tools needed to help disengaged students re-engage academically, with a specific emphasis on literacy and numeracy.

- **Training in Literacy and Numeracy Intervention:** Professional development will prioritise training teachers in how to close literacy and numeracy gaps quickly and effectively. This will ensure that students who have disengaged from learning are able to make rapid progress.
- **Data-Driven Instruction:** Teachers will receive ongoing training in using data to inform instruction, particularly for students who are at risk of failing. By tracking progress against learning benchmarks, teachers can adjust their instruction to meet the specific needs of each student.

6. Targeted Academic and Attendance Interventions

Re-engaging students academically and ensuring their consistent attendance is central to the school's mission. Specific interventions will be employed to help students succeed academically.

9(2)(b)(ii)



7. Positive School Culture for Academic Success and Re-engagement

Creating a positive school culture that celebrates academic success will be key to motivating students who have disengaged from education.

- **Celebration of Academic Milestones:** Regular celebrations of student achievements in literacy and numeracy, including milestones towards CAA readiness, will be part of the school culture. This will help re-engage students by recognising their progress and demonstrating the value of their efforts.
- **Building Confidence in Academic Abilities:** Teachers will work to build students' confidence in their ability to succeed academically. Students who have disengaged from school often lack confidence in these areas, and building that confidence is critical for their success.

The governance and organisational structure of the proposed charter school will focus on re-engaging disengaged students, with a particular emphasis on ensuring academic success in literacy and numeracy. Preparing Year 10 students for the Common Assessment Activities (CAAs) will be a key priority, with the governing body closely monitoring student progress in these areas. Through personalised learning plans, intensive support, and a strong focus on literacy and numeracy, the school will create an environment where disengaged students can thrive academically and make meaningful progress towards their future educational goals. This holistic, data-driven approach, supported by trauma-informed teaching and robust governance, will ensure that students not only re-engage with education but also succeed academically.

Community Consultation and Stakeholder Breakdown for the Charter School

As learners in the community, we recognise the challenges of engaging with families who have disengaged from education. Effective consultation has been crucial in shaping the vision, structure, and operations of the proposed charter school. Through extensive engagement with various stakeholders, we have gathered valuable insights that have informed our decisions, identified risks, and highlighted areas of support for the school.

1. Stakeholder Breakdown

A. Local Kahui Ako

- **Role:** Support for educational initiatives and collaboration between schools.
- **Consultation Outcome:** Discussions with the Kahui Ako highlighted a significant need for a school focused on re-engaging students who have been disenrolled or disengaged. Their endorsement reinforces the need for targeted support in literacy and numeracy, as well as the importance of cultural relevance in the curriculum.

B. Local Principals

- **Role:** Educational leaders providing insights into community needs and challenges.
- **Consultation Outcome:** Local principals identified a gap in the educational system for students who are currently unenrolled (currently 500 in Christchurch according to MOE, of which approximately half are aged 11-14) and those who have disengaged while still enrolled. They expressed strong support for the establishment of the charter school and committed to collaboration, sharing resources, and providing guidance.

C. Community Groups

- **Role:** Representing local voices and community interests.
- **Consultation Outcome:** Engagement with community groups (eg local church, youth support groups) revealed a strong desire for inclusive educational opportunities. They emphasised the importance of creating a culturally responsive environment that respects the values and traditions of the local Māori and Pasifika communities. These groups have committed to supporting the school through outreach and cultural education initiatives.

D. Tokona Te Raki (Ngā Tahu)

- **Role:** Supporting Māori youth in education and employment.
- **Consultation Outcome:** Tokona Te Raki provided valuable insights into the barriers faced by Māori students and emphasised the importance of culturally relevant curriculum and support services. Their partnership will enhance the school's cultural competency and ensure the curriculum is grounded in Māori perspectives.

E. Ministry of Education (MOE)

- **Role:** Government body providing guidelines and support for educational initiatives.

- **Consultation Outcome:** The MOE local office provided data on the current educational landscape, emphasising the need for targeted interventions for disengaged students. They support the charter school's focus on re-engagement and agreed to assist with resources and funding as needed.

2. Informing Decisions and Identifying Risks and Support

A. Informed Decisions

- **Curriculum Development:** The consultation has highlighted the need for a culturally responsive curriculum that includes Māori perspectives and supports literacy and numeracy skills development. This will directly address the gaps identified by local principals and community groups.
- **Support Services:** Stakeholders indicated the necessity for wraparound support services to assist students facing barriers to attendance and engagement. This includes mental health services, counselling, and academic mentoring.

B. Identified Risks

- **Community Trust:** One risk identified during consultations is the challenge of rebuilding trust with families who have disengaged from the educational system. This will require targeted outreach strategies and a commitment to transparent communication.
- **Resource Allocation:** Ensuring that adequate resources are allocated to meet the diverse needs of students can pose a risk if not carefully managed. The consultation highlighted the need for sustainable funding sources to support operational costs and student services.

C. Highlighted Support

- **Community Engagement:** There is strong support from local principals, community groups, and Tokona Te Raki for the establishment of the school. This support can be leveraged to build community awareness and encourage families to re-engage with education.
- **Partnerships for Success:** Collaborations with organisations like Tokona Te Raki will help create pathways for students to engage with their cultural identity while receiving academic support, reinforcing community connections.

The community consultation process has provided valuable insights that inform the establishment of the charter school. Engaging with stakeholders has revealed both risks and support that will guide our approach to developing an educational environment that meets the needs of disengaged students. By leveraging community support and addressing identified risks, we are committed to creating a school that fosters re-engagement, cultural responsiveness, and academic success for all students.

Part Two. Contribution to the wider school network

The requirements for this section are to demonstrate what impact the school will have with students and the wider school network and how it will prepare students for life in wider society.

Questions 6-8

6. As well as uplifting academic achievement and attendance, how will the school positively impact it's students and contribute to the wider school network / education sector?
7. How will the school help prepare students for life in wider society, outside of the specific focus or setting of your Charter School?
8. Why would parents/families choose your Charter School over other schooling options that are already available to them?

Positive Impact on Students and Contribution to the Wider Education Sector

1. Uplifting Academic Achievement and Attendance

The primary focus of the charter school is to uplift academic achievement and attendance, particularly for students who have disengaged from the education system. To achieve this, the school will implement several strategies:

- **Individualised Learning Plans:** 9(2)(b)(ii)

- **Common Assessment Activities (CAAs):** 9(2)(b)(ii)

- **Wraparound Support Services:** 9(2)(b)(ii)

- **Engagement Strategies:** 9(2)(b)(ii)

2. Positive Impact on Students

Beyond academic achievement, the charter school aims to positively impact students in several ways:

- **Social-Emotional Development:** A focus on building a supportive and inclusive school culture will foster students' social and emotional development. By promoting positive relationships among peers and staff, students will learn essential interpersonal skills and develop a sense of belonging.
- **Cultural Identity and Values:** The integration of Māori perspectives and cultural practices into the curriculum will encourage students to embrace their identities and cultural heritage. This fosters pride and a sense of community while also promoting understanding and respect for diversity among all students.
- **Skill Development for Future Success:** The school will offer various programmes, including vocational training and life skills workshops, to prepare students for their futures.

These initiatives will equip students with practical skills and knowledge that can facilitate their transition to secondary school and become positive contributing citizens.

- **Community Engagement and Empowerment:** By involving families in the educational process and encouraging their active participation in school activities, the school will strengthen community ties. This engagement empowers families, making them active partners in their children's education and fostering a collaborative environment.

3. Contribution to the Wider School Network and Education Sector

The proposed charter school will contribute positively to the broader educational landscape in several key ways:

- **Addressing Educational Gaps:** By targeting students who have disengaged or unenrolled, the school will help fill critical gaps in the education system, particularly AE. This focus can lead to better outcomes for these students, ultimately reducing the number of young people at risk of long-term disengagement.
- **Collaboration with Local Schools:** The governance structure, which includes principals from local secondary and intermediate schools, will foster collaboration and resource-sharing within the wider school network. This partnership can lead to improved student transitions from middle to secondary school and create a more cohesive educational experience for all students in the community.
- **Innovation in Education Practices:** The charter school's emphasis on individualised learning and culturally responsive education will serve as a model for innovation within the education sector. Other schools may adopt similar practices to better support disengaged students, leading to broader systemic changes in teaching and learning approaches.
- **Data-Driven Insights:** The school will contribute valuable data on student engagement, attendance, and achievement that can inform local and national education policies. This data can help identify successful strategies for re-engaging students and provide insights for the development of future educational initiatives.

The proposed charter school is poised to uplift academic achievement and attendance while also fostering positive impacts on students' social-emotional development, cultural identity, and skill development. Through collaboration with local schools and a focus on innovative educational practices, the school will contribute meaningfully to the wider educational landscape, addressing the needs of disengaged students and setting a precedent for inclusive, responsive education.

Preparing Students for Life in Wider Society

The charter school's mission extends beyond academic achievement to encompass holistic development that prepares students for life in the wider society. By equipping students with essential skills, values, and experiences, the school aims to foster well-rounded individuals ready to navigate the complexities of modern life.

1. Social Skills Development

- **Collaborative Learning Environments:** The school will foster collaborative learning experiences that encourage teamwork and effective communication. Students will engage in group projects, discussions, and peer feedback sessions, helping them develop interpersonal skills essential for future success.
- **Conflict Resolution and Emotional Intelligence:** The curriculum will include components focused on conflict resolution, empathy, and emotional intelligence. Students will learn to manage their emotions and understand the perspectives of others, equipping them with tools to navigate social interactions in various settings.

2. Civic Responsibility and Engagement

- **Community Service Projects:** The school will encourage students to participate in community service projects that promote civic responsibility and a sense of giving back. By engaging in activities such as volunteering at local organisations, students will learn the importance of contributing to their communities and develop a sense of belonging.
- **Civic Education:** The curriculum will include components of civic education, focusing on students' rights and responsibilities as citizens. This will help students understand their role within society, the importance of active participation, and how to advocate for themselves and their communities.

3. Life Skills and Practical Training

- **Vocational Education and Career Exploration:** The school will offer vocational education programmes that provide students with hands-on experiences in various trades and professions. Career exploration workshops and guest speakers from different fields will help students identify their interests and understand potential career pathways.
- **Financial Literacy:** Instruction in financial literacy will be integrated into the curriculum to prepare students for managing personal finances. Topics will include budgeting, saving, investing, and understanding credit, providing students with essential knowledge for their future financial well-being.

4. Cultural Competence and Diversity Appreciation

- **Cultural Awareness Programmes:** The school will implement programs that celebrate diversity and promote cultural awareness. By engaging with various cultural practices and histories, students will learn to appreciate different perspectives and develop a broader understanding of the world.
- **Inclusive Curriculum:** The curriculum will reflect the diverse cultural backgrounds of students, ensuring that all voices are represented. This inclusive approach will help students understand and respect cultural differences, preparing them to thrive in a multicultural society.

5. Health and Well-being Education

- **Mental Health Awareness:** The school will prioritise mental health education, helping students recognise the importance of mental well-being. Programmes will teach coping strategies, mindfulness techniques, and stress management skills, fostering resilience and emotional health.
- **Healthy Lifestyle Promotion:** The school will promote healthy living through physical education, nutrition education, and wellness programs. By instilling the importance of maintaining a healthy lifestyle, students will be better equipped to make informed decisions about their well-being.

6. Critical Thinking and Problem Solving

- **Inquiry-Based Learning:** The curriculum will emphasise inquiry-based learning, encouraging students to ask questions, analyse information, and solve problems. These skills are crucial for navigating complex situations in everyday life and will empower students to become independent thinkers.
- **Real-World Applications:** Students will engage in projects and activities that connect learning to real-world scenarios. By applying their knowledge in practical contexts, students will gain insights into how their education translates into everyday life and future challenges.

The charter school is committed to preparing students for life beyond its walls by fostering social skills, civic responsibility, practical life skills, cultural competence, health and well-being, and critical thinking. By equipping students with these essential tools, the school aims to empower them to thrive in a diverse and dynamic society, ensuring they are well-prepared to contribute positively to their communities and navigate the challenges of adulthood.

Reasons Parents/Families Would Choose Our Charter School

Parents and families often have a variety of schooling options to consider, and our charter school aims to stand out by addressing the unique needs of students, particularly those who have disengaged from traditional education and who have significant gaps in their learning.

One of the significant challenges with AE programmes in Christchurch is their very low number of placements, which leaves many disengaged students without the support they need. Nor'West Middle School will have the capacity to serve a larger number of students across Years 7-10, providing a critical option for those who might otherwise be left on waiting lists or have no access to specialised education.

Unfortunately, AE programs often carry a stigma, where students enrolled in these programs are perceived as "problem students" or "failures" of the mainstream system. This can have a long-term impact on their self-esteem and future prospects. Our school will be positioned as a positive, inclusive educational pathway that is not viewed as a last resort, but rather as a proactive choice for families seeking a supportive and engaging learning environment for their children. We aim to change the narrative around disengaged students by offering a school that is seen as a first-choice option for personalised, high-quality education, rather than an alternative for those who don't fit elsewhere.

Where AE placements are often temporary solutions aimed at re-engaging students for a short time before transitioning back to mainstream schooling, this school will offer a longer-term educational solution. Our students will be supported over several years to build not only academic competence but also social and emotional resilience. The longer time frame allows for deeper relationship-building, the opportunity to make up for significant gaps in learning, and a more effective transition to higher education or employment pathways after Year 10.

1. Targeted Support for Disengaged and Learning Gap Students

- **Focus on Re-Engagement:** Our charter school is dedicated to re-engaging students who have become disconnected from the education system, including those with significant learning gaps. We will offer individualised learning plans and targeted support mechanisms to help these students succeed academically and socially.
- **Personalised Learning:** Recognising that mainstream schooling often struggles to meet the needs of disengaged students, our school emphasises personalised education. Each student will receive a tailored approach that addresses their unique challenges, ensuring they can progress in a way that meets their needs.

2. Inclusive and Supportive Environment

- **Culturally Responsive Education:** We prioritise culturally responsive teaching practices, incorporating Māori perspectives and other cultural approaches into our curriculum. This fosters an inclusive environment where all students feel valued and represented, which is especially important for those who have previously felt marginalised.
- **Small Class Sizes:** Maintaining small class sizes allows for more personalised attention from educators. This setup enables teachers to build strong relationships with students, facilitating a deeper understanding of each child's needs and learning gaps.

3. Flexible and Innovative Curriculum

- **Individualised Learning Plans:** 9(2)(b)(ii)

- **Emphasis on Remedial Education:** 9(2)(b)(ii)

4. Community Involvement and Support

- **Partnership with Families:** We recognise the importance of family engagement in education. Our charter school will actively involve families in the decision-making process and encourage their participation in school activities, fostering a collaborative and supportive community. 9(2)(b)(ii)
- **Local Collaboration:** The governance structure is comprised of local principals, ensuring that the school is responsive to the needs of the community. This collaborative approach enhances the school's credibility and relevance within the local education landscape.

5. Focus on Attendance and Accessibility

- **Transportation Solutions:** 9(2)(b)(ii)
- **Barrier-Free Education:** 9(2)(b)(ii)

6. Positive Educational Outcomes

- **Data-Driven Practices:** Our commitment to continuous improvement will be grounded in data analysis and research-based practices. Families can trust that the school is focused on achieving positive educational outcomes, as evidenced by regular assessments and progress tracking.
- **Success Stories:** As the school develops, success stories of re-engaged students and those who have bridged significant learning gaps will attract interest. Families will be drawn to the potential for their children to succeed in an environment designed specifically for their needs.

By focusing on the unique needs of disengaged students and those with significant learning gaps, our charter school presents a compelling alternative to existing educational options. The inclusive environment, innovative curriculum, commitment to family engagement, and emphasis on practical skills development create an attractive and supportive setting for students and their families. Ultimately, our charter school stands as a beacon of hope and opportunity for families seeking a pathway to educational success for their children.

Part Three. Operational fitness

The requirements for this section are to demonstrate your readiness to open in 2025 and how your school will deliver outcomes against the Performance Management Framework.

Questions 9-10: Readiness to open

9. Demonstrate your readiness to open for Term One 2025 (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 2025:
 - a. Staffing, including your payroll solution
 - b. Finance
 - c. Curriculum
 - d. Roll
 - e. Health and Safety
10. In stage one you listed the physical assets required (e.g., buildings, classrooms, sports facilities) and outlined the plan for acquiring, developing, or leasing these assets. Now, demonstrate how you will:
 - a. operationalise the property and infrastructure components of your application, ready to welcome students for Term One 2025.
 - b. maintain your property and infrastructure within the funding allocation you will receive.

| Staffing, including payroll solution | Finance | Curriculum | Roll | Health and Safety |
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| <p>Staff Recruitment:</p> <p>We will finalise the recruitment of the principal, high-quality teachers, and administrator by December 2024. This timeline allows for thorough selection processes to ensure the right fit for our school culture and mission.</p> <p>A robust recruitment strategy will target experienced educators who have a track record of working with disengaged students and</p> | <p>Budget Finalisation:</p> <p>We will complete the budget for the first year by December 2024, ensuring alignment with projected income and expenses based on student enrolment and operational needs.</p> <p>Financial Management System:</p> <p>A financial management system will be set up by January 2025 to track expenses, monitor cash flow, and manage reporting requirements. We will engage a</p> | <p>Curriculum Development:</p> <p>The curriculum will be finalised by January 2025, incorporating personalised learning plans, cultural responsiveness, and engagement strategies to meet the needs of all students, particularly those with significant gaps in their learning.</p> <p>Governing board members are all education leaders and will collaborate with the new principal on the design of the curriculum.</p> | <p>Student Recruitment:</p> <p>We will launch an outreach campaign targeting families of potential students, focusing on those who are currently unenrolled or disengaged. This will begin in November 2024, with efforts continuing through early 2025.</p> <p>The enrolment process will be established to ensure smooth onboarding for students. Applications will be reviewed, and</p> | <p>Health and Safety Policy:</p> <p>A comprehensive health and safety policy will be developed and finalised by January 2025, in compliance with legal requirements and best practices. This will include emergency procedures, incident reporting, and risk assessment protocols, and informed by best practice.</p> <p>Facilities Assessment:</p> <p>We will conduct a thorough assessment of all school facilities,</p> |

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| <p>possess a strong understanding of individualised learning approaches.</p> <p>Professional Development:</p> <p>Prior to the opening, all staff will participate in a comprehensive orientation programme focusing on the school's ethos, individualised learning plans, cultural competency, and trauma-informed practices. This will begin in January 2025.</p> <p>Payroll Solution:</p> <p>We will implement an efficient (off-the-shelf) payroll management system that integrates with the school's financial software (XERO or similar) to ensure timely and accurate salary payments. The payroll process will be established by January 2025, with regular checks to ensure compliance with regulations.</p> | <p>qualified financial officer to oversee budget adherence and reporting.</p> | <p>Staff will collaborate to develop activities for remedial literacy and numeracy, ensuring alignment with national standards.</p> <p>Resource Acquisition:</p> <p>Necessary educational resources, materials, and technology will be procured by January 2025. This includes books, online learning platforms, and materials for hands-on learning activities.</p> | <p>families will be engaged in partnership discussions.</p> <p>9(2)(b)(ii)</p> <p>[Redacted]</p> <p>Projected Roll:</p> <p>We expect to have at least 15 students enrolled by the beginning of Term One 2025, with plans to increase enrolment to 30 places by the start of 2026, growing to 60 students after three years.</p> | <p>including classrooms, common areas, and outdoor spaces, ensuring they meet health and safety standards. Any necessary modifications will be completed by January 2025.</p> <p>9(2)(b)(ii)</p> <p>[Redacted]</p> |
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By addressing these key establishment areas—staffing, finance, curriculum, roll management, and health and safety—we will ensure that our charter school is fully prepared to welcome students for learning in Term One 2025. Our proactive approach to planning and implementation reflects our commitment to providing a safe, supportive, and engaging educational environment for all students.

Released under the Official Information Act 1982

To operationalise the property and infrastructure components of our charter school and ensure readiness to welcome students for Term One 2025, we will implement a comprehensive plan addressing both initial setup and ongoing maintenance within our funding allocation.

a. Operationalising Property and Infrastructure Components

1. Identification of Physical Assets:

Classrooms:

- We will secure a suitable location for the school on a commercial lease basis, with classrooms repurposed to accommodate our Year 7-10 students.
- We are also open to utilising surplus MOE facilities in the North West Christchurch area.

Common Areas:

- Designated spaces for student gatherings, a staff room, and counselling rooms will be included in the property layout to promote a sense of community and support services.

Sports Facilities:

- We will identify nearby parks or recreational facilities to facilitate physical education and outdoor activities, ensuring students have access to sports and recreational opportunities.

2. Acquisition and Development Plan:

Leasing/Repurposing:

- We will finalise agreements for leasing or repurposing the identified facilities by December 2024. This process includes conducting inspections to ensure the spaces meet safety standards and can be adapted for educational use.

Renovations and Modifications:

- Any necessary renovations will be completed by January 2025. This includes classroom setups, installing essential resources, and creating a welcoming environment.

Technology and Infrastructure:

- Infrastructure for internet access and technology will be installed before the start of the school year, ensuring all classrooms are equipped with the necessary digital tools for teaching and learning.

3. Readiness Timeline:

- A detailed timeline will be established for all activities, with milestones leading up to the opening date. This timeline will include key dates for leasing agreements, renovation completions, and resource procurement.

b. Maintaining Property and Infrastructure Within Funding Allocation

1. Budget Planning:

We will develop a clear budget that allocates funds for ongoing maintenance and operational costs, including utilities, property management, and facility upkeep. This budget will be crafted to ensure sustainability within the projected funding received from the Ministry of Education.

2. Maintenance Plan:

Regular Inspections:

- A maintenance schedule will be established for routine inspections of the property and facilities to ensure they remain in good condition and meet health and safety standards.

Budget Allocation for Maintenance:

- A specific percentage of the operational budget will be allocated for maintenance and repairs, ensuring funds are available for unforeseen issues or necessary upgrades.

3. Facilities Management:

Staff Responsibilities:

- We will designate a staff member responsible for overseeing property management and maintenance. This individual will be responsible for coordinating repairs, managing maintenance schedules, and ensuring compliance with safety regulations.

Community Partnerships:

- We will explore partnerships with local businesses or community organisations for support in maintenance tasks or volunteer work days, helping to alleviate costs and foster community involvement.

4. Contingency Planning:

- A contingency fund will be established to cover unexpected maintenance costs or emergencies, ensuring the school can quickly respond to issues without compromising the educational environment.

By operationalising the property and infrastructure components with a clear acquisition and readiness plan and maintaining these assets within our funding allocation, we will create a safe, effective, and engaging learning environment for students from Term One 2025. Our strategic approach will ensure long-term sustainability and the continuous support of our school's mission to re-engage students in education.

Questions 11-12: Performance and longevity

11. Noting the Performance Management Framework, outline your performance management strategy including:
 - a. how the strategy will enable and support monitoring against each performance measure in the framework and:
 - b. how will you manage the early identification of issues and risks and what preventative measures will you take to address these?
12. 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.

Performance Management Strategy

To ensure our charter school meets the government's performance management framework targets effectively, we will implement a comprehensive performance management strategy. This strategy will encompass monitoring, evaluation, and proactive management across key performance measures: student attendance, academic achievement, and financial performance.

Strategy Overview

Our performance management strategy will be based on clear goals aligned with the government's targets. This includes regular data collection, analysis, and reporting mechanisms to track progress and ensure timely interventions.

a. Enabling and Supporting Monitoring Against Performance Measures

Student Attendance (Target: 80% of students attending more than 90% of the time)

- **Data Tracking System:** Implement a robust attendance management system that tracks daily attendance and generates regular reports. Attendance data will be reviewed weekly to identify trends and patterns.
- **Attendance Improvement Initiatives:** Develop and promote initiatives to encourage regular attendance, such as personalised outreach to families, recognition programmes for high attendance, and providing transportation options to remove barriers to attendance.

Academic Achievement (Target: 80% of students at or above expected curriculum levels in reading, writing, and mathematics)

- **Assessment Framework:** Utilise a structured assessment framework that includes formative assessments, benchmark testing, and Common Assessment Activities (CAAs) for literacy and numeracy. This will allow us to monitor student progress and identify areas needing intervention.
- **Individualised Learning Plans:** 9(2)(b)(ii) [REDACTED]

Financial Performance (Targets: Operating surplus, working capital ratio, debt/equity ratio, and positive cash flow)

- **Budgeting and Financial Management System:** Establish a detailed budgeting process that aligns with the performance targets. Implement financial tracking software to monitor revenue, expenditures, and cash flow on a monthly basis.
- **Regular Financial Reviews:** Conduct quarterly financial reviews to assess performance against targets. Any variances will be analysed, and action plans will be developed to

address potential issues.

- **Transparent Reporting:** Maintain transparent financial reporting practices to ensure stakeholders are informed and to facilitate community trust and involvement.

b. Managing Early Identification of Issues and Risks

Early Identification of Issues and Risks

- **Data Analysis and Reporting:** Establish a data dashboard that consolidates attendance, academic performance, and financial metrics. This will allow for real-time monitoring and trend analysis, making it easier to identify potential issues early.
- **Regular Stakeholder Meetings:** Conduct regular meetings with staff, governance, and community stakeholders to review performance data. Open lines of communication will ensure everyone is aware of progress and challenges, facilitating prompt decision-making.
- **Feedback Mechanisms:** Create avenues for feedback from students, families, and staff. Surveys and informal check-ins will be used to gather insights that could indicate issues before they become critical.

Preventative Measures

- **Intervention Programmes:** Develop intervention programs that can be activated as soon as concerns are identified. For instance, if attendance drops below 90%, a team will be mobilised to investigate the reasons and provide support to the affected students.
- **Professional Development:** Offer professional development for teachers on effective instructional strategies and classroom management. This will equip staff to better meet the diverse needs of students and address issues before they impact performance.
- **Crisis Management Plan:** Establish a crisis management plan that includes risk assessment protocols. This plan will outline steps to take in case of significant issues affecting attendance, academic performance, or financial health.

Our performance management strategy will enable effective monitoring and proactive management of our charter school's performance against the government's framework targets. By focusing on data-driven decision-making, community engagement, and timely interventions, we will ensure that our students receive the support they need to succeed while maintaining financial sustainability and accountability. This holistic approach will position our school for long-term success and positive outcomes for our students and the community.

Long-Term Endurance Over the Life of the Contract

Sustained Focus on Relationships:

- **Building Trust:** The core of our educational approach is the development of trusting relationships between teachers and students. This focus on connection will remain central throughout the life of the contract, ensuring that students feel safe and valued.

Adaptability and Continuous Improvement:

- **Ongoing Evaluation:** The school will continuously assess and refine teaching practices based on student feedback, performance data, and evolving educational research. This adaptability will help maintain engagement and effectiveness over time.

Community Involvement:

- **Long-Term Partnerships:** Establishing strong partnerships with local community organisations, families, and educational bodies will provide ongoing support and resources for students, enriching their learning experience.

Commitment to Professional Development:

- **Ongoing Training:** Teachers will receive regular professional development opportunities that align with the changing needs of the student population. This will ensure they remain equipped with the latest strategies for engaging and supporting all students.

Cultural Competence and Inclusivity:

- **Embedding Cultural Values:** The integration of cultural competence into the curriculum will ensure that the school remains responsive to the diverse needs of the community. This commitment will foster a strong sense of identity and belonging among students, making education more relevant and engaging.

In summary, the day-to-day experiences of both teachers and students in our charter school will be characterised by a nurturing, inclusive, and adaptive environment. The long-term strategy is designed to sustain these experiences, ensuring that students remain engaged, supported, and prepared for life beyond the classroom. Through a focus on relationships, adaptability, community involvement, and professional development, our school will create a resilient educational ecosystem that thrives over the life of the contract.

Part Four. Comments on the draft agreement

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).

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

Not applicable

Part Five. Changes to your stage one submission

Let us know if anything has changed since you submitted your stage one application.

Document if your circumstances or any information regarding your submission has changed since submitting your stage one application. Please reference the section and, if applicable, the question number where your information has changed since stage one.

The original budget work was not in line with the entitlement calculator, which has subsequently been supplied.


| Part Six. Application Declaration | | |
|--|--|-------------------------|
| Topic | Declaration | Applicants' 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: | <p>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.</p> <p>When you sign the declaration, please consider any perceived, potential or actual conflicts of interest. For example, if you have had any communication or input from the Establishment Board with regard to your application.</p> | agree |
| Details of conflict of interest: Not applicable | | |

DECLARATION

I/we declare that in submitting the Application and this declaration:

- the information provided is true, accurate and complete and not misleading in any material respect
- the Application does not contain intellectual property that will breach a third party's rights
- I/we have secured all appropriate authorisations to submit this Application, to make the statements and to provide the information in the Application and I/we am/are not aware of any impediments to enter into a Contract to sponsor a Charter School | Kura Hourua.
- I/we understand that the falsification of information, supplying misleading information or the suppression of material information in this declaration and the Application may result in the Application being eliminated from further participation in the Application process and may be grounds for termination of any Contract awarded as a result of the Application process.

By signing this declaration, the signatory below represents, warrants and agrees that he/she has been authorised by the Applicant/s to make this declaration on its/their behalf.

| | |
|------------------------------|--|
| Signature: |  |
| Full name: | Robert James Gilbert |
| Title / position: | Board Convener |
| Name of organisation: | Governing Board of Nor'West Middle School NB: School name changed to Christchurch North College |
| Date: | 10 October 2024 |